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ABSTRACT

This publication contains six presentations from a seminar that stressed that the problem of adult education should be viewed from the angle of human resource development and all necessary interdepartmental linkages should be developed. The keynote address, "Major Challenges and Prospects of Adult Education for the Year 2000" (T. M. Sakya), is followed by a list of seminar conclusions and recommendations. The six presentations are "Adult Education for the Year 2000: Challenges and Prospects" (S. C. Dutta); "Adult Education for the Year 2000: Challenges and Prospects" (Sunthorn Sunanchai); "Role of Adult Education for Promoting Civic Rights and Responsibilities" (Satyen Maitra); "Role of Mass Media in Adult and Civic Education: Some Observations" (J. S. Yadava); "Electronic Media for Adult Education" (B. B. Mohanty); and "Role of Mass Media for Adult Education in India: A Status Paper" (S. K. Tuteja). Seven group reports focus on these themes: adult education as a strategy for civic education, civic education for women, civil rights and responsibilities of people in the Asian and Pacific Region, obstacles to exercising civic rights and responsibilities, and problems in creating social awareness among the poor and disadvantaged. Country reports discuss the rights and responsibilities of citizens provided for in the constitutions of these countries: Bangladesh, Bhutan, China, India, Nepal, and the Philippines. Appended material includes the seminar programme and lists of participants, guest speakers, and committee members. (YLB)

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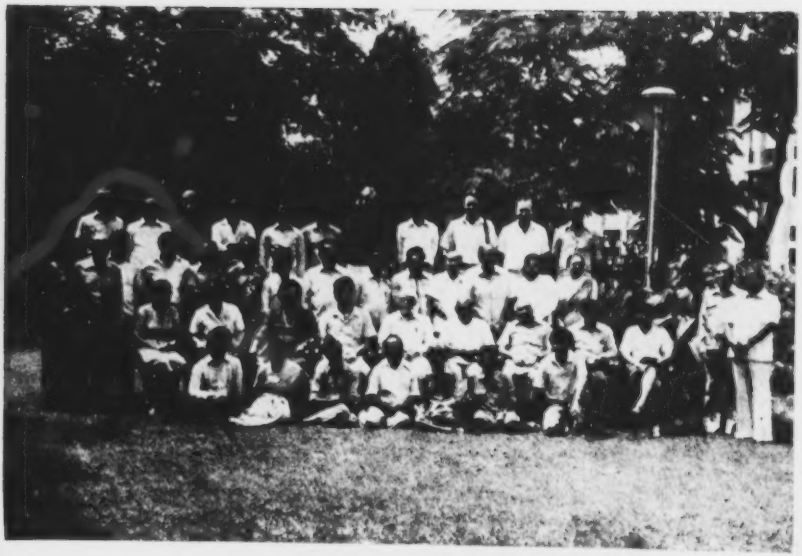

Participants in the Seminar

ROLE OF ADULT EDUCATION AND MASS MEDIA FOR CIVIC EDUCATION

Report of the Asian Pacific Seminar
New Delhi, September 10-14, 1985

Edited by :
J. C. SAXENA
J. L. SACHDEVA

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CONTENTS

Preface

Introduction 1

Key-note Address 6
—*T.M. Sakya*

Conclusions and Recommendations 29

Papers Presented

Adult Education for the Year 2000 : Challenges and Prospects 36
—*S.C. Dutta*

Adult Education for the Year 2000 : Challenges and Prospects 44
—*Sunthorn Sunanchai*

Role of Adult Education for Promoting Civic Rights and Responsibilities 58
—*Satyen Maitra*

Role of Mass Media in Adult and Civic Education : Some Observations 70
—*J. S. Yadava*

Electronic Media for Adult Education 79
—*B.B. Mohanty*

Role of Mass Media for Adult Education in India : A Status Paper 98
—*S. K. Tuteja*

Group Reports 107

Country Reports on Rights and Responsibilities of Citizens 125

APPENDICES

A. List of Participants 151

B. Programme 168

C. Guest Speakers 173

D. Steering Committee 174

E. Hospitality Committee 176

F. Drafting Committee 178

G. Office Staff 179

H. Contract between UNESCO and IAEA 180

PREFACE

In our civic life, we are more conscious about rights but have not paid much heed to social obligations and duties. But rights without concommitant duties and obligations can lead to chaos. Civic education has a great role in making the people aware of their civic rights and responsibilities and in improvement of the quality of life and standard of living of all the people. The exploitations, inequalities are mainly due to their ignorance in general and lack of civic awareness in particular.

The five day Asian Pacific Seminar jointly sponsored by UNESCO-ROEAP, Asian South Pacific Bureau of Adult Education (ASPBAE) and the Indian Adult Education Association (IAEA) in New Delhi in September 1985 discussed the Role of Adult Education and Mass Media for Civic Education. It also deliberated on the major challenges and prospects of Adult Education for the year 2000.

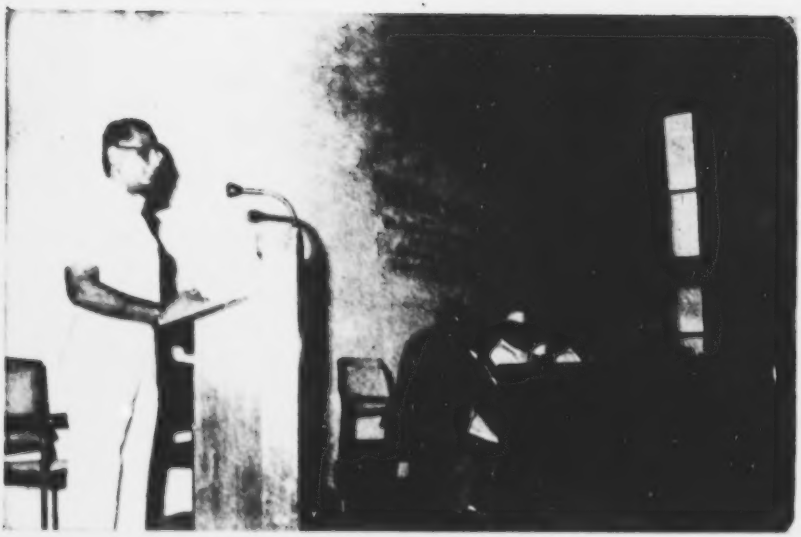
The Report of the Seminar is being presented in the hope that both official and non-official agencies, corporate bodies and educational institutions will join hands to promote civic education among the people.

We are very thankful to UNESCO for providing financial assistance for the organisation of the Seminar and for publication of this Report.

Our thanks are also due to Mrs Asha Vohra for assistance provided in bringing out this report.

J. C. S.
J. L. S.

Mr. J. C. Saxena, Hony. General Secretary, IAEA welcoming the Chief Guest and the Participants



Mr. J.L. Sachdeva, Director, IAEA outlining the objectives of the Seminar

Introduction

The five-day Asian Pacific Seminar on the "Role of Adult Education and Mass Media for Civic Education" which concluded in New Delhi on September 14, 1985 stressed that the problem of Adult Education should be viewed from the angle of human resource development and all necessary interdepartmental linkages should be developed.

The Seminar hoped that adult education will be able to bring about the necessary attitudinal changes, enabling the poor and disadvantaged sections to organise themselves in order to improve their own lot, to receive justice and to reduce disparities.

The Seminar recommended that mass programme of adult education can create the necessary motivation enabling people to become not only functionally literate but also learn the necessary skills, take advantage of the scientific and technological developments and to improve their productivity and living standards.

In order to improve the quality of life and standard of living of disadvantaged people it is essential that the citizens are made aware of their rights and responsibilities as enshrined in the constitution of their countries. But, in order to do this people should be provided knowledge about their civic, political, economic, cultural and social rights alongwith their responsibilities.

The seminar suggested the use of traditional and folk media, drama and comics to give civic education to the

people. It also suggested that distance education should also be tried.

The Seminar called upon Unesco, ASPBAE and other international organisations to give more attention to arouse awareness for civic education in the region.

The Seminar recommended that removal of inequality, injustice, poverty and exploitation and promotion of awareness, social justice, international understanding could be the major concern of civic education programmes.

The Seminar jointly organised by Unesco Regional Office for Education in Asia and the Pacific (ROEAP), Bangkok, Asian South Pacific Bureau of Adult Education (ASPBAE) and Indian Adult Education Association (IAEA) was attended by 98 delegates from 17 countries in the region, i.e. Australia, Bangladesh, Bhutan, China, Fiji, Hong Kong, India, Korea, Malaysia, Macau, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and West Germany.

Inaugurating the Seminar, Dr. A. T. Ariyaratne, Chairman, ASPBAE and a noted Sarvodaya Leader from Sri Lanka said that we are confronted with two main problems i.e. poverty and violence. In such a situation, he said, we have to question everything. Every human being, Dr. Ariyaratne said, has a moral and legal right to intervene and tell those in authority that awakening of the individual's personality is the answer to our problems. He said we have created big institutions but the common human being has been ignored. He further said it would perhaps not be correct to talk of first, second and third worlds for there are people who are living first world life in the Third world countries and there are many others in the first world countries who are leading third world life. Hailing our age-old principles and goal of life—Sat-Chit-Ananda (Meaning truth-advancement of mental faculties-and joy of life) he said we have

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Dr. A. T. Ariyaratne, Chairman, ASPBAE delivering the Inaugural Address

Barrister M. G. Mane, President, IAEA delivering the Presidential Address

to create a state in which every human being would participate in deciding the type of life he or she would like to live. Dr. Ariyaratne said we as adult educators have to persuade the makers of opinion—the media—to uphold the goal of development of mind and life of joy for all.

Mr. T.M. Sakya, Educational Aviser, ROEAP in his keynote address said that the mass media today was playing an increasingly important role in inculcating civic education.

The weaknesses in some countries' primary education programmes have resulted in an increase in the number of illiterates.

Most Governments tend to concentrate on formal education policies. It is essential that non-formal adult education programmes be integrated into these policies. And the mass media can play its part through special programmes meant for certain specific target areas. And civic education should be incorporated in these programmes.

He said the Asia and Pacific Region has 3,047 million people—63 per cent of the world's population. And three quarters of the world's illiterate population of 15 years and above live in this region.

According to Mr. Sakya the problem of dropouts is a serious one. According to the available data in some countries the rate of dropouts in primary schools is as high as 80 per cent. The education and training of out-of-school children are vitally important, noted Mr. Sakya. Mr. Sakya read out the Message from acting director, UNESCO, ROEAP, Mr. A. Chiba to the Seminar.

Barrister M.G. Mane, President, IAEA in his presidential address said with 50% of our population living below the poverty line, it is our responsibility to reach the people at the lowest level to enable them to solve their own problems and

participate in national activities. He said, we have to make sure that these people not only receive knowledge but also realise its importance. All sources, he said, should be mobilised to achieve the goals of our adult education programme in the next five years. He said, it is a happy sign that most of the Universities are now getting interested in adult education.

Earlier, Shri J.C. Saxena, Hony. General Secretary, IAEA welcoming the participants said he was happy that the region had been represented in full strength in the Seminar.

Barrister Mane also presented on the occasion Arnold Hely Memorial Awards to eight people for the promotion and pioneering work done in the field of adult education in Asian Pacific Region. The recipients were : Dr. Helmuth Dolff (Posthumous) of West Germany; Prof. Lim Hoy Pick of Singapore; Dr. A. T. Ariyaratne of Sri Lanka; Mr. A.J.A. Nelson of Australia; Dr. S.C. Dutta of India; Mr. Sam Sanghamali of Thailand; Dr. Chris Duke of Australia; and Prof. John Gon Hwang of South Korea.

In the first plenary session the country reports on provision in the constitution about civic rights and responsibilities for imparting education were presented. Dr. L. M. Singhvi spoke on human rights.

In the second plenary session the sub-theme "Adult Education for the Year 2000 : Challenges and Prospects" was elucidated by Dr. S.C. Dutta and Mr. Sunthorn Sunanchai. Shri Anand Sarup, Secretary, Ministry of Education, Government of India presided.

The third and fourth plenary sessions were presided over by Shri J. Veera Raghavan, Adviser (Education), Planning Commission, Government of India and Shri P.K. Patnaik, Joint Secretary, Ministry of Education, Government of India respectively.

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The sub-theme "Role of Adult Education for promoting civic rights and responsibilities in general and with specific reference to civic education for disadvantaged section of the population specially women, minorities, etc." was elucidated by Mr. Satyen Maitra, Secretary, Bengal Social Service League and Vice-President, IAEA. Shri Anil Bordia, Additional Secretary, Ministry of Education, Government of India presided.

On the sub-theme "Role of Mass Media for Effective Adult Education and Civic Education" Prof. J. S. Yadava, Professor, Indian Institute of Mass Communication (IIMC) and Prof. B.B. Mohanty, Professor of Oral and Visual Communication, IIMC, spoke. Dr. (Miss) M. C. Alarcon from Philippines presided.

A Souvenir on the occasion was brought out.

A visit to sight-seeing places in Delhi, was arranged for the delegates. Two cultural programmes were also organised by the Song and Drama Division, Ministry of Information and Broadcasting.

Major Challenges and Prospects of Adult Education for the Year 2000

T. M. SAKYA *

Introduction

This Seminar has been preceded by two important Confrences which have dealt with Literacy and Adult Education in great depth.

The Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific held in Bangkok, Thailand on 4-11 March 1985 had considered Adult Education as *sine qua non* for individual and societal development in Asia and the Pacific. It expressed a great concern at the very serious problem of growing illiteracy among the youths and the adults in the region and called on all countries in the region especially those which still have problem of illiteracy to eradicate it by the year 2000. A Major Programme for the Eradication of Illiteracy and Universalization of Primary Education is being prepared to implement the Resolution of the Conference to eradicate illiteracy among Children and Adults and to develop adult education to raise the consciousness of the people and to equip them with development skills by all countries in the Region.

* Educational Adviser, Unesco Regional Office for Education in Asia and the Pacific, Bangkok, Thailand.

Dr. T.M. Sakya, Educational Adviser, UNESCO-ROEAP delivering the Key-note Address

Dr. W.M.K. Wijetunga, Secretary-General, ASPBAE proposing a vote of thanks

The Fourth International Conference on Adult Education held in Paris on 11-19 March, 1985 discussed all aspects of Adult Education at the Global level both in developed and developing countries. It called upon all the countries in the world to treat Adult Education as an integral part of their National System with proper legal provision and adequate financial allocations.

The conference emphatically recommended to eradicate adult illiteracy among vast number of adult illiterates in the developing countries in the world.

The adult educators participating in this Seminar have a unique opportunity to take up challenges of adult education development in the Asia and Pacific Region for the year 2000, and to suggest effective ways and means to develop adult education in the Region, taking the advantage of those two very important conferences mentioned before.

Regional Context

Asia and the Pacific Region of Unesco has 31 Member States spread over a vast area from Turkey in the West to Japan and Tonga in the East, U.S.S.R. and Mongolia in the North to New Zealand in the South.

Among the 31 Member States of the Region, four Member States, i. e. Australia, Japan, New Zealand, U.S.S.R. are developed countries. The other 27 Member States are developing countries.

In the developed countries there is a residual illiteracy estimated between 1 per cent and 5 per cent which is a matter of concern in these countries.

The Region has 3,047 million population in 1985 amounting to 63 per cent of the world's population. Of the total population, 417 million (i.e. 13.7 per cent) live in the

four developed countries, and the rest 2,629 million (i.e. 86.3 per cent) live in the 27 developing countries. The developing countries are not a homogeneous group. Some developing countries are developing faster than others.

Profound change is taking place in the Asia and the Pacific, affecting all people in the region. Those dynamic forces of change have great bearing on adult education and other levels of education in the Region.

This Region has demonstrated a great vitality in the field of socio-economic development. It is a well known fact that this region has developed from a food deficient area to a food surplus area within a decade.

An Economic and Social Situation Report says

"It is difficult to predict what the future holds. Certainly macro-economic performance in the region has been better than might have been expected. A number of ESCAP developing countries registered GDP growth rates at relatively satisfactory levels of 4 to 6 per cent during 1984, a considerably better performance than in some other developing and developed regions of the world."[1]

Similarly urbanization process is also very fast in the region. The urban population in the Region has increased from 650 million in 1970 to 886 million in 1980. It is estimated that by the year 2000, 43 per cent of this Region's population will be urban population.

A new demographic trend in Asia is evident in lower growth rates, although the rates remain high in several developing countries in the Pacific. The decline in the fertility rate in many countries appears attributable to improved literacy levels, better education of girls and women, a raise in the average age for marriage, and the impact of family planning and population education programmes.

Although the absolute annual population increase in Asia is still very large, the declining rate of increase, even when discounted for uncertainity and instability of fertility patterns, is significant. Indeed, the low fertility rates in some developing countries of the region have already led to a reduced demand for primary-school places. This in turn is posing some new administrative problems, such as the redeployment of primary teachers rendered surplus and the conversion of excess school facilities.[2]

Changing Regional Educational Scene

Development of Education in the Region at all levels has been very significant.

Enrolment figures for the period 1970-1982 reveal at least two general trends in the region. Enrolments at all levels increased in the four industrialized countries and in the developing countries (excluding China, which had wide fluctuations during this period), but the rate of increase slowed down during the latter half of the 1970s—except for a jump in the first-level enrolment in the industrialized countries as a whole. A second notable trend is a gradual, decline in the proportion of first level to total enrolment which merely reflects the more rapid expansion of the post-primary levels.[3]

Universal primary education was first adopted as a goal for the countries of the Asia region in the 'Karachi Plan' (1960), which proposed 'that every country of this region should provide a system of universal, compulsory and free primary education of seven years or more within a period of not more than 20 years (1960-1980) ...' This target has not been attained, due in part to a more rapid expansion of the population than foreseen in 1960. However, some of the shortfall is attributable to a slackening of the expansion of primary education in the early 1970s, which followed changes in the education and development policies of some countries.

In the last two or three decades, second-level and third-level education have expanded at a much faster rate than education at the first level. In the industrialised countries of the region, secondary education has become almost universal. In the developing countries, the expansion of enrolments has brought to the fore two major concerns—the question of relevance, highlighted in some countries by rising unemployment and under-employment, especially among secondary school-leavers, and the question of quality of education.

One of the important developments in recent years, particularly since the mid-1970s, is the evolution in several countries of complementary non-formal education programmes. Many non-formal programmes aim at providing educational opportunities for young people who were by-passed by the formal system; for example, the Equivalency Programmes of Thailand, Vietnam's Complementary Education Programme, China's Spare-time Primary Schools' Programme. Non-formal programmes may involve adult learners also, and range from post-literacy programmes (e.g. Indonesia) to skills development and production-oriented adult education programmes, such as the Republic of Korea's Saemaul movement. Unfortunately, reliable data on the number of people involved in non-formal programmes are not yet available in most countries of the region.

Problem of Adult Illiteracy in the Region

The great civilizations and rich cultures of the Asia and Pacific Region have always equated illiteracy with ignorance and considered it abhorrent to the dignity of mankind. In spite of this historical background, however, the Asia and Pacific Region has remained a major seat of illiteracy for centuries.

In 1985, three quarters of the world's illiterate popula-

tion of 15 years and above live in the Region. In spite of impressive growth of schools and colleges, in the countries in the Region for the last three decades, the problem of illiteracy has not been solved. Actually, the number of illiterates (15 years and above) has been increasing from 537 million in 1970 to 618 million in 1985.

But the rate of illiteracy has decreased slightly from 46.4 per cent in 1970 to 36.3 per cent in 1985.

These statistics show that at present the rate at which people are gaining literacy in the Region is outstripped by the rate of population growth. At the same time a very high number of drop-outs in the primary schools is adding more people to the pool of illiterates.

It is clear that if illiteracy is to be eradicated in the Region by the year 2000, the increase in the literacy rate must increase far more rapidly than the increase in population.

Regional aggregates, however, disguise the very large differences among the countries and the very significant progress achieved by many countries. According to the rate of literacy, the developing countries of the Region could be categorized into following three groups.[4]

1. *Eleven countries have achieved 80 per cent or higher literacy rates.* They are Democratic People's Republic of Korea, Maldives, Mongolia, the Philippines, Republic of Korea, Samoa, Singapore, Sri Lanka, Thailand, Tonga and Vietnam.

2. *Six countries have achieved 50 per cent to 80 per cent rates.* They are Fiji, China, Burma, Indonesia, Malaysia and Turkey.

3. *Seven countries have less than 50 per cent literacy*

rates. They are Afghanistan, Bangladesh, India, Iran, Nepal, Pakistan, and Papua New Guinea.

Problem in primary education and problem of out-of school children and youths

The problems of Primary Education in many countries have direct linkages with the problem in illiteracy. According to data, most of the countries in the Region have achieved more than 85 per cent gross enrolment in the primary schools, but the countries have found that the gross enrolment rate is not a sufficient indicator of Universal Primary Education and they have broadened the definition of the Universal Primary Education to include universal retention and universal achievement.[5]

Drop-out is a serious problem in many countries in the Region. Available data on drop-out rates show that some countries have as high as 80 per cent drop-out rate in the primary schools. More than 23 million children drop-out each year before reaching grade four at the end of the 1970s.

Similarly there is an average of 10-12 per cent grade repetition in many countries in the region at the same period. Those who repeat grades are also ones most likely to drop-out of schools. Some studies have shown that children who dropout before completing four years of primary education have a strong tendency to lapse into illiteracy.

Achievement level of primary school children is also a matter of great concern for many countries in the Region. Assessment studies have been made of the outcomes of the primary school system in Australia, Malaysia, Nepal, the Philippines, the Republic of Korea, Sri Lanka, Thailand and in some States of India. In almost all cases, the level of achievement of the children has been found less than satisfactory.

It is obvious that the Primary Education System in many developing countries in the Region has not been able to provide education to all the children and youths in those countries and as a result a vast number of children and youths in the region are not in school.

In 1982, more than 350 million children and youths between 6-23 years of age are out-of-school amounting to 58.8 per cent of the total population of this age group.

The children who are out-of-school today will grow as adult illiterates in future and the children with incomplete schooling will also become semi-literate or functionally illiterate, if literacy and basic education opportunities are not provided for them now.

The education and training of out-of-school are vitally important because of their potential contribution to national development and their individual development. Many countries in the Region have come to realize the problem. They are organizing Non-Formal Education for out-of-school children and youths. But the attempts are not enough yet in many countries to tackle the problem effectively.

It is now quite evident that there is a very high degree of correlation between primary education and literacy.

A number af studies have shown that level of education of the parents have significant influence upon the children. That is why all available data show that where there is a severe adult illiteracy problem, the primary education could not make satisfactory progress. Needless to say, where adult illiteracy continues to increase there primary education is weak.

An effective strategy to eliminate illiteracy requiring both Primary Education and Literacy Programme should be implemented in a co-ordinated and integrated manner. The Chinese call it "walking on two legs."

Adult Education in the Region

Adult education is normally developed to meet some socio-economic and educational needs of societies and countries, and it is quite natural for such vast region as Asia and the Pacific that adult education programmes are marked with diversity rather than uniformity. This diversity is even apparent in the terminology and definition of adult education. Such terms as adult education, non-formal education, continuing education, social education, mass education, workers/peasants education, or complementary education are used in various countries with different definitions and connotations.

While acknowledging the vast range of diversities in the scope and nature of adult education programmes in the region, the Regional Seminar on Adult Education and Development in Asia and the Pacific (Bangkok, 1980) attempted to classify them into the following four broad categories[1]:

a) Programme addressed to the survival needs
b) Programme addressed to the growth needs
c) Programme addressed to the remedial needs
d) Programme addressed to the anticipatory needs

Some trends and problems in the development of Adult Education

Those countries which still have serious problems of illiteracy are giving priority to eradicate illiteracy under their Adult Education Programme, but those countries which are reaching the threshold of universal literacy are more concerned with the provision of continuing and life-long education to meet the growth needs for enhancement of production capacity, for improvement of home and family life, for greater civic participation and ultimately for the overall development of the individual, the family, the community

and nation. The programmes include training for the improved farming, vocational training or retraining of unemployed and under-employed youth, skill and management training for factory and workshop workers and self-employed workers.[6]

A major problem confronting adult educators in many developing countries is how to overcome the latent intertia that hinders the acquisition of new knowledge, skills and attitudes. In several countries strategies to motivate adults by relating adult education to felt needs has become an area of considerable interest. Since needs and problems are closely tied up with social, economic and environmental factors, efforts are being made to conscientize them to become critically aware of their situation and thereby set in motion a process by which the adult learners become self-reliant and acquire mastery over his own life.

1. Planning and governance of adult education

Countries in the region differ significantly with regard to the policy planning, organization and management of adult education. In several developing countries, educational planning including adult education is clearly linked with development planning. The least developed countries and those with predominant illiterate population recognize literacy as a major factor in socio-economic progress and consider adult education/functional literacy as a means for rural development or national development, to alleviate rural poverty.

Some countries with high literacy rate in Southeast Asia aim at spreading educational opportunity to everyone to be productive and responsible citizens. The socialist countries of the region define adult education clearly within their socio-economic development plans. However, the link between adult education and development planning is more obscure in many of the industrially developed countries.

While in all the socialist countries and many of developing countries adult education comes under the direct responsibility of the government, either as an integral part of educational administration or as a separate organization, department or directorate, a few countries leave adult education largely to non-government sector such as Australia and New Zealand. Many countries are situated between these two opposite patterns, namely central government, local government and non-government sector assume responsibilities respectively, although the coordination among them is not evident.

Problems which pertain to practically all countries in the region is coordination—between school education authorities and adult educational agencies, between various development agencies and those responsible for adult education. Even in these management systems where the responsibility for school education and adult education rests with the same agency, the close coordination of the two is not evident. With the exception of a few countries, adult education is not enriched by the contributions which various development agencies could make to such programmes and conversely education of the beneficiaries of the development programmes, while lip service is made, is seldom undertaken in a coordinated manner.

There is an urgent need to develop a systematic overall adult education plan at national level on one side and to establish a close and effective link between adult education and other development programmes.

An increasing awareness of the importance of adult education is evident in many countries but resources made available to it by the government are extremely limited. While the date on financial provisions for adult education are not readily available, the analysis of limited data already shows a striking disproportion of the provision for adult education

compared to the budget for school education. In many countries, the allocation for adult education is less than I per cent of the total education budget. Of course, this does not apply to those countries where adult education is largely left to non-government sector or to those socialist countries where no separate data is available for the budget of school and non-formal education and the funds come from trade unions, factories and cooperatives, as well. Major projects in adult education in developing countries are often assisted by the international agencies as the World Bank, Unesco or by the bilateral donors.

2. Personnel and Training

Adult education programmes in Asia and the Pacific employ many part time and voluntary workers in addition to full time adult education officials and specialists in the governments and other bodies. Some of the full time adult education workers are trained at universities and colleges, but majorities of part time and voluntary workers lack appropriate educational background and training. School teachers are often used as the agents of adult education but it has proved that school teachers cannot function effectively without appropriate training in dealing with adults and also without adequate incentives. There are many short term training courses by government departments/directorates, resource centres, etc. but more systematic scheme of training is generally desired. The training programmes and courses at universities and colleges are not adequately developed yet and there exists only a handful of institutions which offer courses on adult education.

However there are already some specialized institutions to train different personnel of adult education in Asia. They are, for example,

—Directorate of Adult Education, National and State Resource Centres, India

—National Learning Activities Development Centres (BPKB) in Indonesia

—Allama Iqbal Open University, Pakistan

—Regional Non-Formal Education Centres, Thailand

—National Social Education Training Institute, Japan.

3. Curriculum and Materials Development

For deciding curriculum, study of the specific clientele group's needs and problems is essential but the lack of curriculum development methods suited for various types of adult education and the inadequate training of personnel in curriculum development are considered as serious problems in the region. Research and studies in curriculum development including methods of teaching need vigorous attention at the country level as well as the inter-country level.

Although there are some attempts to make flexible curriculum based on learners needs and problems, such flexibility is not so common in the learning materials for adult education. Most of the countries use mainly textbooks in adult education programmes, non-book materials like posters, pamphlets, etc. are used to lesser extents, and often without well thought-out design.

Since adult education reading materials have no big market in many countries, private publishers have not taken much interest in this field, and there are not enough good writers for adult education.

Development of professional support materials for different types of professionals working in the field is another area which need urgent attention. Curriculum development specialist, material writers, planners, advertisers, researchers and instructors face the shortage of resource materials. In many countries documentation and clearing house service devoted to adult education is not available.

4. Monitoring, evaluation and research

The countries in the region are showing increasing interest in monitoring, evaluation and research in adult education. There is however some confusion in evaluation because of misunderstanding among many programme implementors that evaluation means fault finding. There is also an unending argument over relative merits of formative evaluation, summative evaluation, internal evaluation and external evaluation as if they are distinctly separate types of evaluation. Another basic problem is that some programme's objectives and goals are not stated in measurable terms to carry out objective evaluation. In any case monitoring and evaluation are far from satisfactory at present partly due to the lack of trained personnel but mainly due to the absence of adequate infrastructure.

The adult educators are becoming more aware now that adult education needs more research backing to solve some of its fundamental problems and to develop better understanding of adult learning behaviours and methods of teaching adults. The problem in research is that the adult education programme managers lack expertise to undertake research studies and they are not enlisting the co-operation from the experts in the universities to undertake researches. The Universities and other research institutions do not take much interest in the research activities related with fundamental problems and issues in adult education due to the lack of understanding of the problems on one hand and lack of funds on the other.

Prospect of Adult Education in the Region

The Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning and the Fourth International Conference on Adult Education are very emphatic in recommending to eradicate illiteracy among the adults as first priority in Asia and the Pacific.[7]

Eradicating Illiteracy in the Region

Literacy is now universally recognized as a basic human right and a liberating force for the individual as well as being essential for national unity and for national development. Policy declaration and planning document of all the Member States in Asia and the Pacific accept it as such.

The countries also agree that illiteracy is not an independence phenomenon. It is intimately associated with political and socio-economic problems of the countries. Hence political leaders, economic planners and educationists of the Member States have expressed support for the eradication of illiteracy.

The urgency for the need to eradicate illiteracy was fully reflected in the discussions in the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning.

The Third Session of the Advisory Committee on Regional Co-operation on Education held in Bangkok on 15-18 March 1985 immediately after MINEDAP V had enumerated a series of steps towards developing and implementing the Major Regional Literacy Programme in the Region.

National Literacy Situation

The ground work for the preparation of the Major Regional Literacy Programme has been provided by the National Studies of Literacy Situation prepared by the Member States which have illiteracy problem in co-operation in Unesco. So far thirteen countries i. e. Afghanistan, Bangladesh, Burma, China, India, Indonesia, Laos, Maldives, Nepal, Pakistan, Philippines, Vietnam and Thailand have conducted National Studies. These National Studies include their plan for eradicating illiteracy within the century. Ten

National Studies have already been published. The National Studies of other countries will also be prepared soon.

Almost all countries which have submitted National Studies of their literacy situation have stated that they have planned to eradicate illiteracy by the year 2000. Only two countries said that it will be difficult to do so. On the basis of these National Studies and other information the Member States of the Region are classified into following three groups:*

Group A : Full literacy achievable by 1990 or earlier

Burma, Malaysia, Thailand, Sri Lanka, Mongolia, Singapore, Republic of Korea, Philippines, Maldives, Fiji, Samoa and Tonga (7 per cent of the region's population).

Group B : Full literacy achievable by around 1995

China, Indonesia, Viet Nam and Turkey (44 per cent of the region's population).

Group C : Full or high levels of literacy achievable by around year 2000

India, Laos PDR, Pakistan, Bangladesh, Bhutan, Afghanistan, Iran, Papua New-Guinea and Nepal (34 per cent of the region's population).

6. Developing effective strategies for eradicating illiteracy

A Panel of Literacy Experts which met in Bangkok in 1983 (21 November to 2 December 1983) had analysed the facts and information provided in the National Studies of Literacy Situation of the Member States and it had suggested

* Due to lack of information, policy about literacy of some countries have not been included in the list.

a number of possible strategies for the eradication of illiteracy in Asia and the Pacific.

The analysis of the National Studies has revealed that determined and sustained national literacy efforts have succeeded to reduce illiteracy drastically within five to ten years period In many countries in the region in spite of many social and economic constraints. On the contrary, the literacy programme of some countries have failed where such determined and consistent efforts were missing.

The literacy experts now generally agree that each country should develop strategies suited to its needs and its political and socio-economic realities. However, there are certain strategies which could contribute significantly for the success of the national literacy programmes.

Adult education to support socio-economic development in the Region

As discussed earlier, changes and development are fast and pervasive to all countries in Asia and the Pacific. All countries in the region, both developed and developing are attempting to improve their education system to cope with the fast changing technological and socio-economic situation and to meet new challenge of the future.

In Japan, the scientific and technological innovations. industrialization, urbanization, prolongation of average life span, decrease in birth rate, expansion of communication media and means of transportation have brought extreme changes and the people are facing various new problems of life and they are demanding life long learning arrangements.

"The Japanese people began to feel that the personnel equipment gained in formal schooling is not sufficient to cope with such divergent problems and a rethinking of education becomes as ever increasing necessity".[9]

In the Republic of Korea also new changes and development have brought fresh thinking on life-long education.

"Unlike the early 1960s non-formal education as practised in Republic of Korea consisted of mass-literacy campaigns, civic education, agricultural extension study and adult education, mainly conducted by NGOs. As the successful execution of the economic development plans from the early 1960s brought about remarkable changes in Korea's political, social and economic environment, however, it became increasingly apparent that formal school education alone was inadequate and some form of life-long education would be needed to prepare each individual to cope with the modern pace of life.

As a firm legal base the New Constitution revised in 1980 provides for the promotion of life-long education as a fundamental human right (Constitution, Para 5 Article 29)."[10]

Australia tries to meet current educational needs through Adult Education. "Adult education needs in Australia are met by a variety of agencies, this being the only means of providing the range of topics with the various levels of expertise demanded. Thus universities, colleges and agricultural extension services, as well as health education agencies and variety of others, are not large enough for these agencies to establish a permanent base for their work".[11]

In Indonesia and Thailand, Non-Formal Education system is progressing side by side with formal education system to meet the "only chance" and "second chance" of youths and adults.

Although eradication of illiteracy is still a big challenge in many developing countries in the region, there are some very important issues which are demanding serious attention towards the fast development of non-formal and adult education activities.

One such issue is that the formal education system has not been able to meet demand for more education by the youths and adults. In order to cope with such demands, non-formal education methods have been developed in many countries, distance teaching, open teaching, correspondence course, spare time education, continuing education centres are some of the non-formal education methods divised to cope with such demands as suplementary and complementary to the formal education system.

But the problem with such non-formal education system is that they are seen as less prestigious and second rate education system to the formal education system. There is a sense of dissatisfaction, that youths, who get education in such non-formal system cannot get prestige and privilege equal to the youths who graduate from formal education system creating a social division and social class. That is why some sociologists say that Non-formal Education is an attempt to cool off the demand for more education by the poor youths reserving the formal education for the children of elites in the society.

It is urgent that the countries give serious attention to the non-formal education system so that this do not become a second rate system and the graduates from the Non-formal Education System receive an equal treatment in the job market and in the society at large.

Second issue is the question of relevance of the formal education. Many youths and adults find that what they have learned in the schools and colleges do not make them fit for the many jobs offered to the prevailing job market. Many schools and colleges graduates have to compete for a few jobs suited to their qualification. In order to make youths employable, many countries are operating youth training and retraining centres like trade schools, vocational education class, tech-

nician training schools, rural development courses, youth training centres, self-employment development schemes, etc.

However, most of them are ad-hoc and seen as crash programmes.

Unemployment of youths is a very serious problem in many countries. There are many reasons for that, but structural deficiency of the education system is one issue which needs serious thinking in many countries and this may be remedied through better education plan and policy relevant to socio-economic development plans integrating formal and non-formal education activities.

The Fourth International Conference on Adult Education (Paris, March 1985), thus noted that, "quantitatively speaking, adult education had, on the whole, remained stable or had even developed. Whether in respect of the number of adults enrolled, the variety of programmes, the number and variety of bodies responsible in one capability or another, and sometimes the magnitude of the efforts made, adult education had continued throughout the world to be prominent among the educational measures taken in the various societies and must now meet three challenges : it must go hand in hand with technological change, serve as a means of eradicating illiteracy and help to solve the major problems of our times."[13]

This development is due, at least in part, to the fact that adult education is regarded as one of the pre-conditions necessary in order to cope with the upheavals connected with the rapid advances in science and technology, making it possible to overcome some of their most serious and most harmful effects like mass unemployment, which is rife in many countries. The economic, technological and social changes that have occurred or become more pronounced since the Tokyo Conference thus seem to have led to the outline of a new view of adult education.

As scientific and technological development is proceeding at a faster pace than workers can obtain qualifications, one finds for instance that there has been vastly greater recourse in recent years, especially in the highly developed countries (but also in some developing societies), to different types of vocational training, thus facilitating changes in branches or types of employment and hence facilitating the horizontal and vertical mobility of the labour force. The concern in most cases is not with retraining in the narrow sense but rather with a form of training that takes the human dimension into account, in other words, that does not reduce the persons undergoing training to mere automata. On the contrary, the training is frequently directed at the many and varied facts of the human being, tackling the broadest aspects of the subjects dealt with, concerning for instance the dangers as well as the advantages of certain technological and scientific changes currently being introduced.

The Fourth International Conference on Adult Education had identified following four functions of Adult Education : [13]

Functions of Adult Education

1. Literacy and the grasp of basic language.
2. The reduction of inequalities due to imperfections in the education system.
3. Further vocational training and retraining.
4. The development of creativity and participation in cultural and political activities.

Those functions vary in importance and in their respective roles from one country and one historical period to another.

In the industrialized countries adult education is formed as continuant with school education.

In the developing countries it is supplementary and alternative to school education. One of the most important conclusion of the Fourth International Conference of Adult Education and the Regional Consultation Meeting held in Bangkok on 24-27 May, 1983 is that the national education policy and plan of the countries should aim at total human resource development in the context of socio-economic changes and development in the countries. The national education policy and plan should adopt overall approach integrating formal and non-formal education systems as supplementary and complementary to each other.

As the countries in Asia and the Pacific prepare themselves for the 21 Century, they are looking into the role and function of education for total development of individual and societies. In the process of rethinking on Education the educationists, development thinkers and common people have to take up the challenges and opportunities to look at total human development through all types of education process and methods.

Here the difference between school education and adult education should vanish and new approach should merge.

I hope this Seminar will help all of us, in our humble ways, to initiate a new movement for total education development policy in which literacy, Non-Formal and Adult Education form an important part.

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Conclusions and Recommendations

(a) The Seminar discussed the theme papers presented on the "Role of Adult Education for Promoting Civic Education". The Seminar also had an opportunity to listen to guest speakers throwing more light on the theme. After the discussions, the following broad conclusions emerged :

1. Civic Education is very important for the improvement of the quality of life and standard of living of all the people. It is specially important for the minorities and disadvantaged people. All the exploitations, inequalities and destitudeness of the people are mainly as a result of their ignorance in general and lack of civic awareness in particular. Therefore, the Seminar felt that there must be systematic efforts to promote Civic Education among the people and specially among the women and other disadvantaged population. In this area Adult Education has definitely a role to play. The concensus was that the first step towards promoting civic awareness among the people is to give them knowledge about their civic rights, political rights, economic rights, cultural and social rights alongwith their responsibilities.

2. In all countries in the Region, the Constitution of the countries have made provision of citizens' rights and sometimes duties as well. But they are not understood by the common people and hence they remain inaccessible to them, specially

to the disadvantaged population. So the first task the Adult Education should do is to educate the people about their civic and other rights and duties.

3. In educating the people it is not enough just to write books and articles on them nor it is enough to give them lectures on it. The Civic Education should be in a language understandable to the people specially to the disadvantaged population.

4. More often the common people and disadvantaged population do not take much interest if the Civic Education is given in a traditional way. So a number of suggestions were given to use folk and traditional media, drama and comics to give Civic Education to the people. Mass media can contribute greatly in the field.

5. The Civic Education should be suited to the objective conditions of the learners. One way is to use different examples of the situations whereby inequality, injustice and exploitation are depicted in practice. This helps to arouse the consciousness of the people and they become ready to act in such situations, then only the knowledge about rights and duties become more meaningful.

6. It is not enough to give information and knowledge about Civic Education. In many cases the people do not have sufficient facilities or appropriate condition for enjoying their rights and for fulfilling their responsibilities. Similarly, in the case of very poor people and disadvantaged population they need financial and organisational support to enable them to use their rights and fulfil their responsibilities. Therefore, three factors are necessary to promote Civic Education in right way :

(i) knowledge about civic rights and responsibilities;

(ii) appropriate condition under which rights and responsibilities could be exercised; and

(iii) necessary support service to enable the poor and disadvantaged to exercise their rights and responsibilities.

7. Although discussions were held that Civic Education should be as universal as human rights, it was felt that it should be specific to target situation and people.

8. Civic Education is a very important aspect of Adult Education but only adult educators cannot do the job. All sections of the society at all levels should contribute for the promotion of Civic Education in the society.

9. As discussed in the Seminar, in all countries Governments are serious to promote Civic Education of the people but Government alone cannot do a job nor it is appropriate to leave important matters to Government alone. So all voluntary organisations, corporate bodies, educational institutions should join hands to promote Civic Education.

10. It is necessary to develop better methods and materials for promoting Civic Education.

11. It is desirable to have a periodical study and evaluation of the impact of Civic Education and to prepare programme for further improvement.

12. In the end, the Seminar recommended that UNESCO, ASPBAE and other international organisations should give more attention to arouse awareness for the need of Civic Education in the region. They also should organise more training pro-

grammes and Seminars to develop methods and materials on Civic Education.

13. All the countries should develop a programme for Civic Education and mobilise all Governmental and Non-Governmental organisations to contribute in the promotion of Civic Education.

(b) The Seminar, having discussed in the plenary sessions and groups, theme papers presented by participants from various countries in this region on problems confronted by Mass Media in its role for promoting Civic Education, and after listening to guest speakers, made the following broad conclusions :

14. Mass Media can play a crucial role in promoting Civic Education amongst illiterates, semi-literates and disadvantaged people living in hilly and far-flung areas and remote Islands. In spite of the fact that in most of the developing countries the electronic media is under the control of the Governments and the newspaper industry owned by those who have vested interest in keeping the disadvantaged sections perpetually under their control, it was felt that Radio and TV and the Newspapers can play a major role in providing educational programme specially for promoting Civic Education. It should be the endeavour of adult educators to provide the software material of the right type and help the mass media planners and producers with materials which could help them to prepare effective programmes for the benefit of the target groups.

15. The efficacy of the Radio and TV can be enhanced if some mechanism or machinery to provide for two-way communication is also ensured. The greatest defect of mass media is the passivity of the audience. If this could be remedied by pro-

viding radio forums and tele-clubs automatically the dialogue between the programme producers and the members of the radio-forums and the tele-clubs would create a situation whereby programmes dealing with current civic affairs and issues affecting the lives of the common men and women would get reflected in the media.

16. The programmes in the mass media should be area specific, group-specific, problem solving, need-based and sequential, to yield maximum results.

17. Mass Media could be used for providing continuing education and training to field workers in remote/rural areas. The use of SITE programme for training elementary school teachers in India was cited as an example of success achieved in this respect.

18. Traditional and folk media and slides could be used effectively for explaining and imparting information. A suggestion was made that video and cassettes could also be used for Civic Education in small groups.

19. Development communication should be the concern of all adult educators if mass media of all types are to be used for promoting Civic Education because only by making the people aware of their predicaments, impediments and the various development programmes being undertaken for their benefit, can the common man and woman organise themselves and participate in developmental programmes. Removal of inequality, injustice, poverty and exploitation and promotion of awareness, social justice, international understanding could be the major concern of Civic Education programmes.

20. A suggestion that was endorsed that distance education programme through mass media perhaps be a better strategy than programmes which make use of the mass media.

21. The Seminar recommends that training programmes be introduced wherever they do not exist and enhanced elsewhere to further strengthen the role of media in Civic Education and to sensitise media personnel and the people at large to the realities of social and economic change.

22. The Seminar recommends that suitable programmes be taken up to ensure exchange of ideas and experiences, flow of information and effective cooperation within the countries of the Asia and Pacific Region.

(c) Major Challenges and Prospects of Adult Education for the Year 2000

23. The Seminar noted the fact that countries in the region differed significantly with regard to their literacy rates, policy planning, organisation and management of adult education. At the same time, it appreciated the concern of these countries to eradicate illiteracy in a planned manner and to make provision for long-life continuing education, thereby laying the foundation for a learning society in their respective countries.

24. The problem of adult education should be viewed from the angle of human resource development and all necessary inter-departmental linkages should be developed.

25. Adequate financial resources may be provided for this purpose for the training of personnel, preparation of teaching-learning materials, exchange of

experiences and personnel within the country and in the region.

26. The Seminar hoped that adult education will be able to bring about the necessary attitudinal changes, enabling the poor and disadvantaged sections to organize themselves in order to improve their own lot, to receive justice and to reduce disparities.

27. Mass programmes of adult education can create the necessary motivation enabling people to become not only functionally literate but also educated. They can learn the necessary skills, take advantage of the scientific and technological developments and to improve their productivity and living standards.

Adult Education for the Year 2000: Challenges and Prospects

S. C. Dutta*

In presenting this paper, I would make certain assumptions on the basis of already achieved results and commitments made by the Governments and the people for the period 1985-1999.

The first assumption is that baring a few pockets like China, India, Indonesia, Pacific islands and some countries of Latin America and Arab states, illiteracy will be wiped out. Even in these countries, although commitments have been made that universal primary education and eradication of illiteracy would be achieved, it would be realistic for us to expect that 70-75 per cent people would became literate.

The second assumption, is that the educational system in most of the developing countries would be changed to meet the needs and requirements of the learners and therefore, a large number of people would be brought within the learning system and a nucleus of a learning society would be established. Inculcation of scientific attitude among the masses and of moral and social values amongst the learners will be an essential ingredient of the learning society.

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The third assumption is that women would be brought into the centre of power structure in place of the present day exploitative society and would not only be given equality in a mere legal sense but socially they would become a partner in the thrilling adventure of establishing a new social order, where poverty will be reduced, social justice would he ensured and new cultural pattern of life would emerge, reducing inequality.

The last assumption is that inequality within and between countries would be reduced and various disadvantaged groups would be brought in under the umbrella of education through various programmes of adult education including educational programmes through the mass media, specially through low cost radio which can reach the poor in the isolated hilly areas as well as sparsely populated islands.

I am aware that some of these assumptions may not come about but nevertheless these give indication of what needs to be done in the 21st century. I presume that adult educators, all over the world are committed to the removal of poverty, reducing inequality, improving the quality of life and establishment of peace and democracy. These are essential purposes for which an adult educator works. Our commitment to these issues should grow stronger and stronger till the goal is reached.

Many things have happened, are happening and will happen between now and 1999, which calls for new programmes and policies for adult educators throughout the world. At this point of time, adult educators must assist people to bring about necessary changes in the social and economic apparatus of their countries. Not only should they bring about changes but must take the drivers seat to influence and direct these changes and cope with their consequences. While making the general statement, I would like to indicate some of the important issues which we will have

to face as we enter the 21st century. These are increased population in most of the developing countries, urbanisation with consequent unsettling and destructive effects on those who are migrants from villages, increasing proportion of the elderly in society, increasingly rapid obsolescence of skills and knowledge requiring massive national re-training programme in some of the developing countries, spread of labour-saving devices thus reducing employment opportunities and greater participation of women in income-generating activities. All these major changes in developing countries require variety of approaches to education, to work and leisure.

Rapid urbanisation have thrown up many new practical learning needs specially of the very poor, young and elderly. The rapid scientific and technological changes underscores the need for new attitudes to learning and new techniques for learning and continuing education. Increased longevity, also calls for provision of leisure-time activities and new learning activities for the elderly people.

The tragedy of our modernisation and urbanisation is too much emphasis on material development to the neglect of human values. It is said that the present day economic development lacks a human face. Traditional human and spiritual values are being destroyed under the impact of modern scientific and technological changes that are taking place throughout the Asian region. There is need to enhance and develop these values specially in the transition from rural to urban society and find ways to assimilate new technology without loss of identity and self-confidence. The stress on economic development has led as a by-product to erosion of moral standards and subordination of personal identity and self-respect to materialistic value system, unsuited to the majority. Therefore, in the 21st century adult education must identify certain moral, social and civic values and do

whatever is possible to enhance and develop them, in the light of the changes and in consonance with the needs of emerging social order. The traditional human and spiritual values also need to be re-interpreted and recast in accordance with the need of a new scientific and technological world that is now emerging. Adult Education will have to prepare the minds of men and women to absorb new technology, and re-evaluate the existing human values in keeping with this technology.

Another field which stares us on our face is the problem of women. Steps will have to be clearly enunciated to stop the exploitation of women in the course of their development. Women will have to be empowered so that they can really exercise the various legal and constitutional provisions which provides them equality in work, decision-making and political life. Adult education will have to lay greater emphasis on bringing women to a point whereby they could be considered equal to men in the present male-dominated society. Many political steps and educational measures will have to be taken so that the present limit to women's development could be overcome and stopped. Non-formal education on a vast scale will have to be organised for this purpose. One important feature which glares at the face of urban society is the fact that the acceptance of women as equal partner in life has added to women's burden. Today, after attending to their income-generating functions, they continue to look after the household responsibilities and child-rearing duties. The same is true of rural women, who are not only overburdened with work, on the one hand, but part of their effort goes waste because of lack of appropriate training and education. Women can be uplifted and promoted, only with the full understanding by men of the complex roles which women out of necessity plays in developing societies, and only if men are trained and educated to accept a greater share in the responibility and workload for the well-

being of their families. This is the task which Adult Education must play in the 21st century on a priority basis. Man will have to be trained to share and shoulder the responsibility to look after the upbringing of the family which so far were not considered within their area of work.

Our commitment to equality, improvement in the quality of life, reduction of disadvantage to a large section of our society and in democracy will have to be further strengthened. The failure of the UN Development Decade should not disappoint us, nor should it result in the loss of our commitment to these central issues and the purposes of adult education. Illiteracy and poverty remain vital challenges to adult educators, so does inequality within and between countries. Mass media specially the low cost radio and transistors, will have to be used to make the common men and women aware of their predicament and impediments to their growth and development and helped to organise themselves so that advantages of the various development programmes undertaken by the various governments and the people for removal of poverty and bringing about equality, accrues to them. To organise the common men and women in rural areas and urban slums for development, is a task which adult educators will have to perform in the 21st century.

Adult Education is still a middle class phenomenon. In the 21st century, it must reach down and be for and by the poor men and women at local levels, meeting the needs of the remote rural areas and other disadvantaged groups. Adult education must work for political and legal literacy. It must also work for international understanding and for creating a climate for peace. Peace is essential not merely for development but also for the continuation of life itself. The environmental pollution and the mad race for nuclear armament may well mean the end of life. Therefore, adult education in the 21st century must stress the need for international understanding, knowledge of all cultures, upholding human rights

and for creating conditions for pollution-free and nuclear-free society. The threat to human destruction must be an over-riding consideration for all men and women of goodwill and sensitivity and its prevention must be a part of adult education movement throughout the world. While science has placed at our disposal, huge diversified and lethal weaponary system, it has also enabled us to use it for peaceful purposes, thus enhancing our ability to bring about equality among mankind. But the billion dollar question is, shall we use Science and Technology for peaceful purposes and bring about equality and prosperity for all or shall we march to our destruction ? Adult Education in the 21st century will have to give considerable thought to this and developing countries will have to create public opinion in favour of Peace, Disarmament and peaceful uses of science and in the true spirit of Democracy, the voice of the majority should be enabled to prevail; the machination of the vested interest must be frustrated and defeated. The disadvantaged majority will have to be provided with necessary knowledge and information about all these issues and organised to prevent catastrophe overtaking us.

In the 21st century there must be a greater cooperation and coordination between government and non-government agencies to enhance the access of dis-advantaged groups to adult education. There is a need for increased communication and exchange of research findings and teaching materials among professional and development agencies to understand and meet the new needs for new circumstances which are likely to emerge at the turn of this century.

Lastly, mass media is the language of the future. Creation of scientific temper and the growth of computer is likely to bring about a total change in the information technology. Adult education will have to take note of these changing situations and mass educators will have to adjust their techniques and their programming to the needs of the new society.

Nevertheless, the world of tomorrow must recognise that adult education is a liberating force for all and it is also a force for self-reliance. If we want to build a social order of free, equal, self-reliant people, adult education will have to be given its due place and non-formal educational structures must grow up to provide education to the children, adolescents, youth and elderly. We shall ignore it at our own peril and the peril of generation which is to follow us.

Adult education is not a mere educational programme. It is a development programme. Therefore, a suitable structure must be developed in order to implement this programme, specially at the grass-root level. In the planning and implementing the programme, the beneficiaries should be associated, and allowed to participate in deciding the priorities. This participation itself will be an effective adult education programme for it will train them to take decisions in all matters concerning them and their future.

Awareness-building, in the present exploitative society, is a task which adult educators must perform, with a sense of mission, commitment and dedication, because an informed and enlightened citizen alone can sustain democracy.

The twenty first century belongs to the common man and woman. It is the era of the common people. They will have to decide about their own future and shape their own destiny. They should be enabled and trained for this purpose. Thus, adult education has a crucial role in the political and civic education of adult men and women, so that all those who are oppressed and exploited in the developing as well as developed countries could join hands to usher in the new social order. The new situation demands different responsibilities and requires new skills of citizenship. In the new social order, concepts of civil right, civil liberties and human rights will undergo changes in favour of those who are today deprived and disadvantaged. In the world

of tomorrow, civic education will acquire new dimension. Common people should be trained to organise themselves and make common cause with their counter-parts in other countries and jointly struggle tor the emergence of a broad-based humane, equalitarian and secure world, free from hatred and violence.

Adult education must become not merely education of the individuals for the exercise of their own responsibilities but the education of mankind as a continuing process, making possible to have full and free association of all citizens all over the world in furthering the growth and prosperity of human society in full control of nature, its environment, its production, and its security.

Summing up, Adult Education in the 21st century will cover Education for social and political responsibility, for population control, for better and greater production but also equitable distribution and above all for Peace and Disarmament. The intellectuals, the academics and the media men and women should show concern for the poor and join hands with them and arouse the social concience of mankind to build a new social order free from war, pestilence, disease, hunger, hatred, ignorance, fear and apathy. Slogans like "Education for All", "Science for All", "Food for All", should be converted into reality.

Adult Education for the Year 2000: Challenges and Prospects

Sunthorn Sunanchai *

This paper is divided into three major parts. It begins with a historical background of adult education in Thailand, from its inception as the Adult Education Division in 1940 to the present time as the Nonformal Education Department. The second part gives an overview of the present status of adult and non-formal education programmes in Thailand in which education is viewed by the NFE Department as a lifelong process. This part also presents a brief description of the current programmes organized by the NFE Department. The last part underlines future prospects of adult and non-formal education in Thailand in the next 15 years.

I. Historical Background of Adult Education in Thailand

Earlier in the process of nation-building, the Buddhist temples were the pillars in education, playing the most significant role in providing educational experiences, moral, vocational, intellectual, art, as well as self-defence to Thai youths and adults.

Since the time of King Ramkamhaeng the Great (1279-1300), the Thai people have always had some form of learning from the temples, and later on from the schools.

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During the long reign of King Rama V (King Chulalongkorn the Great), close associations with foreign countries were developed. Consequently, the Thai people adopted many new concepts in education from western countries, and schools in a modern sense were established at that time. The first education which was organized formally as a system in Thailand began in 1884. The Education Department was formed in 1887 and later on was upgraded to be the Ministry of Education to take responsibility for education of the whole country, and the first national education policy was then proclaimed in 1898.**

While the formal education system was growing and extending gradually all over the country, little was heard or known about adult education. Then in 1937 the first national census revealed that 68.8% of the population over ten years of age were illiterate.* As a result, the government decided to embark on a nation-wide campaign to eradicate illiteracy by providing education for out-of-school people. Adult education was thus formally introduced, and the Adult Education Division was created within the Ministry of Education to take this responsibility.

When it was first launched in 1940, the Adult Education Division had as its main duty to provide literacy skills and an increased understanding of democratic principles. Later on it was periodically broadened and improved in terms of objectives, scope of activities provided, methods, strategies and so on. Adult education progressed gradually until the year 1944, when the effects of World War II brought adult education to a halt. After the war finished, the adult education in Thailand was revised and improved in order to

** Vasinsarakorn V. *Thai Education* (3rd edn.) Bangkok : Sarnmaunchon Co. Ltd. 1976., p. 11.

* Adult Education Division. *A Project for Development of Nonformal Education in Thailand.* Bangkok, Ministry of Education, 1976, p. 1.

have its scope of activities fit the many changes which resulted from the war, particularly the economic situation. Thus at that time the scope of adult education programmes was widened to include not only literacy programmes as before—general basic knowledge but various types of vocational education were as well introduced to suit the needs of people in each area, enabling them to improve their day to day occupations and economic situations. Besides, a local public library was also established in some districts in order to keep the rural population informed.

Over the years, new ideas, strategies for organizing adult education and a number of projects for improvement were introduced and launched. For instance, in 1957 the Thailand UNESCO Fundamental Education Centre (TUFEC), which was cooperative project between the Thai Government and UNESCO and which concentrated on rural people, was established in Ubon-rajathani province. Experience and idea obtained from this successful project influenced the Adult Education Division to concentrate more and more on rural people and also extend the objectives of adult education activities provided by it. Therefore, the change during this period was a direct result of UNESCO initiative. Since then the administrative system had been improved to decentralize the organization and transfer authority to each local area. By the late 70's, regional and provincial networks had been established in each regional province. The Adult Education Division by that time was improved and upgraded in status to be the Department of Non-formal Education (1979). Its duty and scope of responsibility were extended broadly throughout the country. Adult or non-formal education was then expanded to serve as compensatory education for those unable to continue formal schooling. Later on a broader concept of non-formal education had evolved and its role was viewed as contributing to the life-long education system.

II. Present Status of Adult and Non-formal Education in Thailand

In Thailand, adult and non-formal education has been recognized as part of lifelong education, which covers human beings' life span beginning from birth to death and it consists of formal schooling, non-formal education and various types of informal learnings. The Department of Non-formal Education which has taken a leading role in the development of adult and non-formal education programmes, has viewed the education as an integral part of life and society and the process as a life long. This life-long education process consists of three main components : basic education, up-to-date news/information service and skills training development. These three components are inter-related. For example, as man emerges from his mother's womb, he needs some rudimentary skills in life, the basic education. Later as life gets more complicated, he finds that what he has gained earlier in basic education is not adequate, he needs continuing education and a stream of updated, current and relevant information to survive. As a part and parcel, skills training will buttress/assimilate the two types of education (basic education and information service) and carry man or the learner further upon the ladder to reach its maximum self-expression and fulfilment. It is believed that these three components will provide people with opportunities to acquire knowledge and skills essential to fulfil their needs and to cope with the changing environment throughout their lifetime.

Basic Education—is the means to enable people to know how to read and write and to get hold of general concepts, all of which will become as a tool used for acquiring further knowledge.

Information Service—is the continued step from the Basic Education in order to enable the people to know new

developments, new scientific knowledges and new facts, which may be utilized by the learner in support of his daily life. The information service will include the use of books, printed matters, radio and television programmes, movies, video tape recorder and other relevant media. The source of knowledge as books and printed matters does not only provide people with informations, but also is necessary in promoting reading habit and helping reduce the degrees of literacy relapse. It is thought that literacy alone is not enough to assist the literates in improving their proper livelihood if they do not have enough books or various printed matters to keep reading perpetually. This is because the one who can read only may not be able to get hold of all kinds of knowledge existing in the world. Of course, literacy is only like an instrument to be used for acquiring further knowledge through reading; thus the literate who lacks the opportunity to read various books and printed matters will be lacking knowledge regarding the world or local up-to-date informations, and therefore his literate capacity cannot be fully exploited for his proper livelihood. Another important reason is that those who have undergone a short course of learning for 6 months, or even for a long course of 4 years, but do not have the opportunity to read for a long time, will find that their literacy capability relapses to the extent of being null and void.

Skills Training—Human beings' education should not only be aimed for the aspects of Cognitive domain or Intellectual Education, but the aspect of psyco-motor domain which includes study of practical work. Due to this concept a form of skills practice through short-term training, i.e. the interest group learnings and other trainings, is provided. These skills trainings are, for example, agriculture, home industry, home economics, trading, etc.

It is to be accentuated that education is supposed to be a continual lifelong process : learning should not be sus-

pended as long as one is still breathing. The good way of lifelong education can be in many forms, namely some part through the in-school system, some through out-of-school one and some from other sources like library, village reading centre, radio/TV programmes, movies, video tape recorder, etc.

The followings are current programmes and projects organized by the NFE Department as classified under the three categories of educational services in the lifelong education system :

Basic Education

The Department's responsibility in this area is to organize nonformal education programmes for adults who have missed the opportunity for formal schooling or have dropped out. The purpose is to build up an educational background appropriate for conducting a living in society. The programmes that are considered to belong to this category are :

Programmes for equipping learners with basic tools :

1. Literacy Campaign Project

The National Literacy Campaign is launched in response to the policy set forth by the government and in recognition of the importance of literacy skills in the development process of the nation. The government has set a target in the fifth National, Social and Economic Development Plan (1982-1986) to reach approximately 1.5 million illiterates. The campaign aims to provide the opportunity for those who have not completed fourth grade of education and are unable to read and write simple Thai to obtain basic literacy skills.

2. Functional Literacy Programmes

This programme provides opportunities for illiterates or graduates from the national literacy campaign to pursue their

education. The programme which has a primary school equivalency certification combines the teaching of literacy skills with the development of problem solving and critical thinking abilities. The curricula are based on the needs and problems of the target groups. The programmes are organized in different types of learning, i.e., the classroom type, walking teacher volunteers, Buddhist monk, hill tribes, military recruits.

3. *Functional Education Programmes (Equivalency Education)*

This programme is organized to provide people having no chance to study in the formal school system with an opportunity to receive education which is functional in content and at the same time, entitle them to obtain certifications equivalent to primary and secondary education. The curricula focus on problems and issues adult learners are likely to encounter in their daily lives. The programme is high in demand and is now organized in public schools, factories, private organizations, military units and prisons. It is expected that through this programme, out-of-school youths and adults will continue to develop knowledge and skills acquired from learning and become better prepared for work and have access to higher education.

4. *Radio Correspondence Education Programme*

In recognition of the increasing demands for functional and equivalency education, the radio and correspondence education programme was launched in 1977 to serve people who are unable to attend regular functional education classes. The contents of the programmes are similar to the functional and equivalency programmes but the learning and teaching process are divided into three components; listening to radio, studying correspondence materials and following weekly or bimonthly activities suggested by the learning manuals and

group meetings. Currently radio and correspondence play important roles in both in-school and out-of-school education. Radio can reach over wide areas where land transportation facilities do not exist.

News and Information

Once a person has attained basic educational tools a constant and up-to-date supply of news and information is an important ingredient for self-improvement and adaptation of his/her ways of living. With the adoption of the concept of lifelong education and the recognition of news and information as essential education services, more systematic attempts are made to provide up-to-date news and information to the public.

The Department of Non-formal Education provides the following programmes under this category :

—Village Reading Centres
—Public and Mobile Libraries
—Publication for Rural Readers
—Mobile Audio-Visual Units
—Educational Radio Programmes
—Educational Television Programmes
—Mobile Exhibition Units
—Science Museum and the Planetorium
—Natural History Museum

Skills Training

Skills training is the most widely organized activities in the current non-formal education programmes. In order to make a living, a person has to have some vocational skills to enable him to improve his livelihood. The major programmes organized under this category are :

—Interest Group Learning Programme (for any skill requiring less than 30 hours)

—Short-term Vocational Training Programmes (100-300 hours). The courses provided cover a wide variety of topics in 4 major areas : industry, home economics, business and agriculture.

—Long-term Skills Training Programme (4-5 months). This is organized in terms of the intensive training courses by serveral agencies. The programme generally aims to develop group work, influence character formation as well as imparting skills. The participants will reside in the training institutions for a period of time during which they will participate in group activities, take lessons in theory, and learn skills through practical experience.

III. Non-formal Education in the Year 2000 : Recommendations for Future Actions

To trace the events or their tendency toward the year 2000 is quite difficult, but it is hoped that the essence of this paper may be of use for exchange of ideas among educators about what may be focussed on the mission of non-formal education assigned toward the benefit of communities, nations and humanity as a whole.

1. Literacy for All

Before reaching the year 2000 Thailand will probably consist of more literates, so that it can be claimed that there will be no one who is illiterate. Such an anticipation is attributed to the fact that currently the compulsory education provided in Thailand covers all or almost all groups of school-age population, while some minimal number of those left unenrolled in the school, or being drop-outs, still have the opportunity to study under the out-of-school system which

is provided both in the forms of functional literacy and literacy campaign. Hence the chance of eradicating illiteracy within the year 2000 is feasible.

Currently in Thailand the illiterate population aged 10 years and upward accounts for about 10% of those under that age-group. But the number of illiterates will continuously come down and even though the rate of such decrease is only 1% per year, the aim of illiteracy eradication will be attained by the year 2000. What to enhance the possibility of this hope is the strong intent of the nation to provide basic education service which includes the expansion of education to cover the population of all groups of both sexes, all ages and of all areas, which has been conducted and been strengthened recently as well as the aim of taking such action in future.

2. Better Attainment of Equality in Educational Opportunity for Both Sexes

From the statistics of education in Thailand since it was arranged into educational system (during King Rama V) up to the present, it is clear that in all school levels, namely the primary, secondary, high school and university education, the students of the two sexes are of averagely equal in number. Also it is quite clear that we have had for a long time the policy of allowing the population of both sexes to have equal chance or right in education. Nonetheless, from high school upward some particular branches of knowledge are taken by particular sex rather than other one, due to the old Thai tradition that the male should study some particular subjects, while the female should take some others. For instance the females would prefer to take the subjects of home economics, dressmaking and linguistics, and more males would choose to learn the subjects of engineering, architecture and administrative course. But currently the difference of selecting the subjects between the two sexes

becomes more and more lessened, as more female students begin to take the subjects formely monopolized by male students such as administration, engineering and architecture; thus it may be anticipated that in the future the equality in educational opportunity between population of both sexes will be more and more realized.

Similarly, for the non-formal education in future, the equality in educational opportunity between the population of both sexes will become real.

3. Information Service in All Communities

At present the government has set up about 20,000 village reading centres out of the 60,000 existing villages, which means that we have information service centres numbering 33% or one-third of areas covering the total number of villages. The information service centres, even though are not fully equipped with books/documents and printed matters, are furnished with necessary up-to-date printed matters. That is each centre is accommodated with 2 newspapers plus other documents and printed matters provided by other government agencies. Hence it is believed that the information service centres may be sources of updated informations, which will be of much use for upgrading knowledge of the population.

The Non-formal Education Department expects that it will be able to extend the number of reading centres to cover all the hamlets/villages throughout the country within the year 2000, and that by the time the people of every community of the country will get benefit from the pattern of providing information service.

4. Broadened Opportunity for Continuing Education

Nowadays there are many people who still have no chance to study in the lower and upper secondary school

because of poverty and other unavoidable circumstances. The Non-formal Education Department will certainly take further action for such people to have the opportunity to study in general education course through nonformal education system, such as Adult Functional Education classroom programme level 4 and 5, Radio Correspondence Programme and educational course for out-of-school individuals. It is therefore expected that the continuity-of-learning programme will be more extended to cover all areas and various groups of people like the hill tribes, coastal migrants in the south and other minority groups in Thailand.

Besides the continuing education being under the programme of providing general education certificate, it is anticipated that the teaching/learning in accordance with people's interest or individual's need for particular subjects would be conducted widely in the forms of interest group, postal correspondence, seminar, training, by the Non-formal Education Department itself and by various governmental and private sectors.

5. More Participation from the People in Non-formal Education Management

Formerly the non-formal education management has been mainly conducted by the government agencies, while the chance for the general people to take part was very scarce. But from the beginning of the present phase of the Social and Economic Development Plan the participation of public organs has been acknowledged. Their roles in planning and managing development projects carrying out in localities have been increased, resulting in the people having been trained with the activities concerning communities to the extent that they can conduct their relevant works with more confidence. It is therefore expected that by the year 2000 the public or community organs will become strong, being able to undertake the roles of planning and managing various projects

efficiently. These organs are for example, the sub-district council and the village leader committee members.

6. Numerous Varieties of Patterns of Providing Education will be Increased

Within the year 2000 the management of nonformal education responding to the population's needs would be able to carry out in many more patterns. In general the people would have more opportunity to choose what would be suitable to their condition and their interest. For example, they could decide whether to learn by themselves, or in groups at times, or in classroom system out of the same curriculum. They could make decision to adopt what kinds of learning media, such as those in the forms of printed matters, radio correspondence, TV or video, tape recorder, individual instructor or other learning means. The prominent point for the furture is that the freedom of learning, the wide varieties of learning media for choosing and the numerous varieties of learning patterns to be chosen. It is therefore anticipated that in the year 2000 the learners will have more opportunity to utilize the nonformal education service.

7. The School will have the Responsibility to Provide both In-school and Out-of-school Education

In the year 2000 the school would broaden its role of teaching and learning in the classroom to cover the provision of education for the general community members. Currently as a result of family planning policy in Thailand the number of school children has become decreased, so that the teaching task of teachers would also be reduced and would have more free time; thus the surplus energy may be applied for providing education to the community members. Hence, it would be tantamount to the management of education for people of other age-group than the schooling one.

CONCLUSION

The pattern of non-formal education in the year 2000 as described might be thought as a dream-like imagination. But if the general society has a strong determination to provide the service covering all groups of people of both sexes who have less opportunity in all kinds of knowledge, such dream will certainly become true. And even though the community has lacked a relevant resource to be used for achieving this target, and if the people are willing to cooperate in playing the role in the process of nonformal education management whole-heartedly, such mass energy will change the supposed imagination into the truth. This is because by helping themselves among the people in the community the quantity of work will be enlarged indefinitely. For example, the government may have fund just enough for providing education for the people numbering about 50,000 per year, but in case the people do join the works in helping their ownselves the quantity of works will be expanded manifold times. As we have the great number of population, just only 10% of them agreeing to volunteer can help create a lot of more works in out-of-school education than what is provided by the use of government budgetary allotment. The only problem is how to create understanding among the common people to appreciate the value of helping oneself and urging them to render cooperation for the purpose.

Role of Adult Education for Promoting Civic Rights and Responsibilities

Satyen Maitra*

Concepts and Reality

Concepts grow out of reality, but quite often they lose touch with reality and soar above it. This happens when we delink the concepts from the objective conditions and invest them with a potency and relevancy which look admirable on paper but are not reflected in the field.

If one scans through the proceedings of the International Conferences on adult education in the last two decades, one would be struck by the omnipotent and transformational role which has been glibly assigned to adult education as a sovereign remedy for some of the major maladies from which the Third World suffers — be it malfunctioning of Parliamentary Democracy, weak economic development, social backwardness, low status of women or cracks in national integration. One has just to wave the magic wand of adult education vigorously and all these ills would disappear !

Divergence

The range of Adult Education was extended much beyond the acquisition of elementary literacy after the

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Second World War. The conceptually enriched adult literacy and adult education, which scaled to new heights at the International Forums, somehow underwent a metamorphosis when introduced in the underdeveloped countries. Instead of a radical programme ushering in desirable socio-economic conditions, by and large, it became a dull and dreary programme of alphabetization without the concommitant changes to make it relevant to the learners and their life situations. Any educational programme has its own limitations. An adult education programme has more so, as generally it is denied the minimum help and support needed for proper implementation. To expect this frail and hesitant programme play a generative role, is to indulge in wishful thinking. But there may be a few exceptions. Vietnam, Tanzania, Cuba, Guinea Bissau and Nicaragua do not invalidate our argument. On the contrary, they strengthen it. Because in these countries, there was not only political commitment but also favourable and social climate, which were lacking in other under-developed countries.

Two Fallacies

One of the reasons why there is a divergence between concept and reality is that our reasoning often suffers from the fallacies of what Gunner Myrdal calls, One Factor Analysis and Automatic mutatis mutandis. One Factor Analysis ignores the essentially complex and inter-related nature of problems in the poor countries and tries to hold a single factor responsible for a particular event or happening. In Physical Science a single agent may cause a particular reaction, but in human sciences a number of factors operate. The law of causality, broadly speaking, holds good in human society also; but the factors or the causative agents are not so easily identifiable. More particularly, the problems at the primary level assume a multifaceted character. They grow into one another and cannot be picked out singly for a specific treatment. For example, the problem of agriculture

contains sub-problems of health, education, land tenure, technology and other concerned areas. A strategy for agricultural improvement must take into account the non-agricultural inputs like health and education to succeed. Similarly, a programme of health can stumble very badly if it is not co-related with programmes of education and economic improvement. As a general proposition, it can be stated that in the poor countries where problems exist in a state of coalescence, improvement in one area can be effected only if inputs from related areas are also introduced in a concerted effort for solution. The logic of One Factor Analysis ignores it.

The second fallacy is that of Automatic mutatis mutandis which assumes that when a programme for change is initiated, it will on its own generate conditions conducive to its proper implementation and adapted to it 'without intentional and direct policies'. This seldom happens. A programme of change, instead of finding helpful allies faces obstacles at every turn. Peoples' beliefs rooted in the pre-industrial past alter slowly. Their attitudes are hesitant to accommodate new changes. The social and economic institutions remain rigid and resistant. The fact is, adaptation does not take place automatically to let the new programmes operate smoothly and without hindrance. From this a corollary follows. A programme for development has a better chance of success, if instead of being introduced in isolation, it works within a network of programmes aimed at various institutional and behavioural changes. In other words, when it becomes a part of a cluster of programmes and does not have to rely on circumstances automatically adapting themselves to the proposed innovation.

Democracy in the Newly Independent Countries

Most of the countries which emerged independent after the Second World War had a semi-feudal colonial structure. In India the architects of the new Constitution were sincerely

committed to the democratic model, but they were the new elite who were mostly urban-based and had little interaction with the rural community. Rural people, by and large, were living in closed primary communities. A vast majority of them were illiterates and their attitudes remained narrow, communal and parochial. Moreover, there was a definite side-back in one respect. Pre-colonial South Asia observed a system of obligations which helped to keep the communities together and rural life functioning even in an inequal set-up. Foreign domination led to the decay of the old village organisations but the ground was left arid. Nothing else grew to take their place excepting stark self-interest. What did not suffer much decay were old prejudices, beliefs and attitudes which were inimical to the emergence and acceptance of democratic values without which the structure of democracy becomes meaningless.

In this situation, a democratic structure was clamped on from above by the leaders. Since the structure did not evolve from the ground, the foundation was shaky. The forces which operated at the ground level, tended and still tends to pull apart, giving rise to chaos or stagnation.

In such a state many political parties are not really interested in educating the electorate and rationalising their attitudes. They are primarily interested in using and exploiting the divisive forces to get into power. Terms like 'democracy',' secularism,, 'socialism', 'development', 'project' are bandied about among the microscopic educated minority, but there is no effort to lay bare their meanings to the mass of the people in terms which they can understand. These people continue to be swayed by their obscurantist ideas and the new terms hardly touch the rim of their consciousness.

Difficulties of Democratic Planning

India is the largest Parliamentary Democracy in the world with a magnificent Constitution, which guarantees full

freedom in all the spheres of life for the people and complete equality before the law. But then, India is also a country with the largest concentration of the illiterates, a hoary class structure, disadvantaged sections like scheduled castes, tribes and women and a regional and communal bias. There is an unfortunate gap between what the Constitution embodies and what is practised by the people. What the people practise violates the Consititution, but this is tolerated in the name of freedom and non-interference which are considered to be hall marks of a true democracy. It goes further than tolerance. Some of the political parties find it expedient to manipulate voters who are guided by caste, communal and regional considerations. So somehow the democratic structure is maintained while there is erosion of its spirit. A huge structure with an enfeebled spirit is not a happy combination and bodes ill for the country.

It is our argument that democratic planning and its execution can be solved by the participation, the collective responsibility and intelligence of the people. This is built up over a number of years. It cannot suddenly materialise through the exhortations of a few leaders. It requires a change in the ways people feel, think and act. It means social commitment and discipline. It means fulfilment of social obligations. But these obligations are minimum in some of the countries of South Asia under the mistaken notion that they are infringements on people's freedom (to do nothing?) and may lead to withdrawal of their support in the election. Even where these obligations exist, they are not enforced. A kind of paternalism develops which is just a short step to authoritarianism.

It is necessary to look at the role of adult education for the promotion of civic education in the correct perspective. A kind of euphoria is generated in these conferences which distorts reality. It fosters the notion that free use of imperative terms like 'should', 'ought', 'must' somehow will bring

about the desired result. What on the other hand is needed is a close look at the reality and the limitations of the programme. Adult education may have a tremendous potentiality, but this potentiality will remain a wishful thinking, if instead of moving towards reality, we move away from it, and then try to fill the void with fanciful projections.

Promotion of Civic Education

Keeping in mind the various constraints and difficulties discussed above, let us set down the following broad parameters for the promotion of civic education through adult education programme : (a) The Target Group, (b) The Attainable Objectives, (c) Preparation of Appropriate Learning Materials, (d) Training and Implementation, (e) Help from other Agencies and (f) Evaluation.

a) **The Target Group**

The target group is obviously the entire population—but a large number of educated people know about their own rights and how to exercise them legally or illegally, though they are remiss about their duties and obligations.

The rest of the people are in various stages of ignorance and apathy, the women being the worst in this respect. They are primarily the people who are to be educated about what are needed from the citizens of a secular democratic State. Lord Bryce said about the people of England in the last century that (a) a very small percentage made opinion, (b) a slightly larger group talked and discussed, read news and attended meetings and (c) a vast majority had no opinion, were indifferent to public affairs, reading little and thinking less about them. The situation is much worse in India today, compounding this problem with illiteracy, bias and antiquated notions.

b) **The Objectives**

(i) To acquaint them with the main provisions of the Consititution and the laws dealing with civic rights. In addition, various procedures of redress of grievances should also be made known.

(ii) To point out the evil effects of casteism, communalism, regionalism, religious intolerance, harmful, social practices, like early marriage, dowry, wasteful social expenditure, etc.

(iii) To communicate the true meaning and significance of terms like democracy, secularism, participation, planning, etc., to the target group at the level of their literacy and understanding and to define their roles in these.

(iv) To foster development ethics and psychology and positive attitudes like social co-operation, mutual aid, community work, etc.

(v) To rationalise the thinking of the target group and bring about a scientific temper.

(c) **Media and Learning Materials**

The list of objectives may seem formidable, but we have to remember three things—(a) the target group, though illiterate or limited literates, are intelligent with a fund of traditional knowledge, (b) the object of civic education is not only to educate the voters about election practices and procedures; it is to make the voters mature and self-winding, able to examine the issues rationally and critically and (c) the right technique and means of communication, can help in the easy understanding of any subject matter, provided it is not too technical or abstruse. All the content areas are not going to be prepared in a printed book form. Materials must be prepared for the literates, semi-literates and illiterates in the target group. They are going to be

diversified into various formats like simple illustrated booklets, lesson posters and charts, various visual materials, plays, puppetry, simulation games, etc. A large part of the topics can be covered through discussion and dialogues. In this way, a wide range of topics which bear on the life of the client group, can be registered in their cognitive structure.

d) **Training and Implementation**

The programme should be implemented not as a single item of civic education but as a part of a broad-based adult education programme which has formed or is in the process of forming a network with different development agencies and which is now considered to be a major educational programme in the country. It is a programme of literacy combined with functionality and awareness. It is envisaged as a programme for change, but it still remains primarily a literacy programme as if literacy alone is competent to effect changes and generate conditions conducive to changes. The twin fallacies of One Factor Analysis and Automatic mutatis mutandis still control our thinking to a certain extent.

The implemention can be done in two situations—structured and unstructured. Structured situations are organised adult education centres and the unstructured situations are efforts to educate the community generally. Of course, some of the common educational modules can be used in both the situations.

Even good educational materials will prove ineffective unless they are handled by the functionaries, animators and facilitators who have been specially trained for this purpose, particularly in the art of effective communication. Training institutes and training facilities need to be identified for this programme.

e) **Help from other agencies**

Civic education cannot be the concern solely of the adult education programme. This is an area of common concern for all the agencies engaged in the development programme of the people. One of the aims of the development programme is to make people as much self-reliant as possible. Knowledge of laws and civic responsibilities are essential for the liberation from the bondage in which the populace finds itself. In this programme of dissemination of legal and civic knowledge, aid from outside is necessary till the people can learn to rely on themselves, demand their lawful rights, claim civic privileges and can take proper steps for the redress of some of their grievances through appropriate authorities. In all these, the students, N. S. S., N. Y. K., Statutory Civic Bodies, Voluntary Agencies, Mass Organisations and interested men and women can help through instruction, advice, intervention, formation of legal aid committees and other suitable measures.

f) **Evaluation**

A programme which aims at the behavioural and attitudinal changes of the people has to be constantly evaluated in terms of objectives, material preparation, training, implementation and mobilisation of resources. A vigil has to be kept to ensure that the programme does not slide back into a purely educational effort but remains oriented to action and development. To do that the objectives may be reformulated, materials altered, training upgraded and the implementation strategy modified.

Learning Environment

It is extremely difficult for any learning effort to bear fruit unless it is supported by a learning environment. This

learning environment does not exist in the rural areas. It has to be created consciously. A few minutes or hours spent in learning situations needs to be constantly re-inforced by the messages one imbibes moving about in one's milieu. This learning environment does not mean that the country-side will be dotted about with educational buildings and libraries. Though that is eminently desirable, it is not feasible. It is necessary to plan an alternative strategy. The alternative is to plan a very low cost strategy using chalks, old newspapers, cheap writing materials, the walls of the huts, trees to tell the villagers about the laws affecting them, the schemes which have been drawn up for them, the redress procedures, the issues in the election and so on. These can be among other messages on health, nutrition, economic programmes, etc. This constant exposure to the message and the talks and discussions which may follow will help in the creation of a knowledgeable community which can gradually learn to take some of the affairs in their own hands. Apart from the transmission of relevant knowledge this will help the village to change over from a tradition of oracy to literacy and help to strengthen their literacy and form reading habit. An important fall-out from the creation of a learning environment will be the salutary effect it will have on those who have been trading on people's ignorance. It will provide some checks to their designs and make them a little more circumspect.

Minorities and Women

The problems of minorities and women merit special attention. We should back-track a little to understand these problems a little better. As it was constituted, the colonial society lacked cohesion. This lack of cohesion was encouraged and aggravated by the ruling powers who manipulated the minorities to advance their own interests and prevent any unification of forces against them. The result was when Independence came, the national outline was there, but the nation had not been quite formed. The problem of how to

bring the minorities into the mainstream of the nation has not yet been solved with equal success in these countries. The minorities are still very sensitive to any issue affecting their special character. A civic education programme must try to acquaint them with the special provisions and safeguards which are there in the Constitution for the protection of the minorities, but it must not pander to their sense of exclusiveness. They cannot become strong in isolation. They have to forge links outside. The majority community also should treat them on a footing of absolute equality.

Women have suffered from many disabilities through the ages. This has emasculated our society. A genuine effort has been made in the recent year to improve the status of women. Many commendable laws have been passed giving them absolute equality and against evil social practices like dowry. But these laws are often violated with impunity.

In a soft State, the Government is reluctant to come down heavily on the violators of laws. This may impair their chances in the next election. So an alternative pressure has to be built up—the pressure of informed public opinion. This is where the civic education can make a very effective intervention. It can not only disseminate information about laws, it can help them in a more positive way. It can have contacts with legal aid societies and help to set up Counselling and Guidance Bureau to organise and guide them through a network of services for economic self-reliance and other development programmes. Just to free them from oppression is not enough. They must be helped to lead a fuller and better life.

Freedom and Restraint

In the Third World countries, one finds that there is a resentment against restraint, a reluctance to obey rules and a resistance to subordinate one's interest to the interest of the

community. One also finds that there is a tendency to cherish and preserve antiquated beliefs and not progressive ideas. One also finds that in some of these countries there is an opposition by the Governments to curb harmful social and religious practices. Even the observance of existing laws is not enforced. All this is done in the name of liberty. And perhaps more practical considerations about repercussion on people's votes are also there.

But liberty is not licence. Freedom is generated through cooperation, obligation and social action. It is the product of mutual aid and consideration. Restraint and restriction are necessary to extend the area and quality of freedom.

In our civic life, we are conscious about rights, but have jettisoned social obligations and duties. In the process, we have curtailed our liberty.

Our civic education programme must pay equal attention to rights, duties and obligations. Rights without concommitant duties and obligations can lead to social chaos. Restraint has to be put on casteism, communalism, regionalism and obscurantism. Exploitation of women, the weaker sections and the minorities has to cease. To help in the process, civic education needs to come forward. It cannot resort to punitive measures. Its weapons are information, discussion, dialogue and persuasion. It cannot expect any radical change overnight. It has a long and arduous task. But if it does not undertake it, then even with perfect election procedures and maintenance of the facade of democracy, we shall gradually enter into an era of darkness and disorder.

Role of Mass Media in Adult and Civic Education : Some Observations

J. S. Yadava*

The movement for Adult Education in India has a fairly long history. It began in 19th Century as a part of missionary activities and social reform movements. It got a substantial boost during the freedom struggle especially in 1920s and 1930s. The leaders involved in the freedom movement, realizing the importance of enlightened public for seeking their willing cooperation and participation in freedom struggle, actively campaigned for promoting adult education. Adult literacy and social education were integral part of various constructive programmes launched as a part of freedom struggle. Gandhi's *ashrams* at Sabarmati and Wardha, Rabindranath Tagore's Shantiniketan and Zakir Husain's basic education are some of the more prominent examples of such efforts. Following the examples of such national leaders, innumerable other leaders, social workers, and voluntary organizations initiated adult literacy and civic education programmes in villages and towns in different parts of the country.

India got independence in 1947 and this concern about educating and mobilising the public opinion continued to influence the thinking and actions in Independent India. It got reflected in her Constitution itself and the Five Year Plans as well. The relentless efforts have been going on to achieve

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the objective of universal literacy. Not only the Government but a large number of voluntary organizations and workers have been actively involved in this stupendous task of making mass multitude of Indian people literate and provide them opportunities for education in the broad sense.

Some argue, and perhaps rightly so, that the illiterates are not necessarily uneducated and uninformed. Further, literacy, though important, by itself is not enough. The concept of adult education has changed over the years to encompass general awareness and to make it more relevant, the element of functionality has also been added. In India, adult education is viewed as a broad process of informing and educating the adult population about a variety of subjects and topics to enable them to take considered decisions and make their independent choices as responsible citizens so that they could lead a fuller and meaningful life. In other words, the adult education movement is to serve both as a catalyst and an instrument in national development and individual fulfilment.

The usual format adopted for adult education is that of providing facilities for learning to read and write along with imparting relevant skills and awareness about problems and things at the place and time convenient to the beneficiaries. This is done primarily through voluntary action though the Government often provides necessary resources and guidelines. Innumerable adult education centres are operating in villages and towns all over the country. Of course, some of these centres are more active and functional and some may even be less active. In addition to such centres the mass media also function as important means for civic education. The radio and television have been especially used over the years to provide support to many a civic education programmes. Some of these programmes have a fairly good impact on audiences while others have little. There could be many explanations for 'success' and 'not success' or even 'failures'

of the role of mass media in promoting civic education in the country.

In the present paper I plan to examine the Indian experience in using radio and TV for civic education primarily from the perspective of programme planning and problems involved in extending the experiences of pilot projects to regular radio and TV progammes for civic education. To begin with let me describe in brief some of the better known experiments wherein mass media have been specifically used for adult and civic education.

II

a) Radio Rural Forums

In 1950s India getting inspiration from Canadian experience of radio forums launched a pilot project of radio rural forums in Maharashtra state. The project was a joint effort of the Government of India, All India Radio, the State Government and the UNESCO. In all 144 radio farm forums were organized in five districts around Pune. Special half-an-hour programmes were broadcast twice a week for ten weeks from the Pune Station of AIR. In programme planning emphasis was on giving practical information and education relevant to adult village population. Forums of 12-20 adult members were organized for effective listening and to stimulate lively discussions among the members for easy comprehension of the messages. The conveners of forums reported about the difficulties and questions raised by forum members for solution by the programme planners in subsequent broadcasts. Systematic evaluations revealed that this was a very effective approach to use radio for communicating with the rural people or weaker sections in general who could not afford radio set easily. Consequently the idea of radio rural forum was extended to other states. In 1969 there were about 0.2 million radio forums in the country. But with the expansion the idea of organized listening and forums lost

the effectivity witnessed in the pilot project earlier in Pune. Slowly the radio forums as a concept lost favour both with the authorities and the listeners.

b) Radio in Support of Mother-Child Care Programme

The idea of radio forums has been revived again in 1980s in relation to the Integrated Child Development Services (ICDS). Under the programmes the *Anganwadis*/ *Balwadis* set up as child-care centres for rural and deprived sections of the population are organized for group listening of special series of radio programmes giving step-by-step instruction about mother and child care to the women assembled at the centres. In planning and execution of this communication support programmes, a number of concerned departments and organizations in the project areas have joined hand. The UNICEF is also associated with the project. The selected *Anganwadis* in the project areas are provided with transistor sets for group listening. It is the responsibility of the incharge of a particular *Anganwadi* to organize listening by nursing and expectant mothers and other elderly women in the village, discuss the topic before and after the broadcasts, clarify their doubts and send their reactions and queries to the AIR station for solution in subsequent broadcasts. In the production of the serial weekly programmes subject specialists actively associated. Supporting publicity material is also provided to the *Anganwadis*. Detailed evaluation of this new project is yet to come but observations in Rohtak district of Haryana showed that it was an effective approach to educating women in rural areas on variety of topics related to mother-child care.

c) Television

Television in India had a late start and slow growth until recently. Now technically it reaches about 70 per cent of the country. The first experimental TV centre was set up in 1959 at Delhi. Its range was about 40 km. around the

capital city. Its programmes were meant for school and rural audiences. Eighty tele-clubs were also organized for community viewing. Beside the AIR, the representatives of other concerned ministries and educationists were actively associated with the planning and production of programmes and evaluation of their impact. The result were encouraging. Regular TV transmission from Delhi started in 1965. Education and development were the prime justification for television services. *Krishi Darshan* and other information awareness oriented programmes are integral part of the transmission. However, as the TV network expanded, education and development objectives seems to have been relegated somewhat to the background. Even so, the recent soap operas and sponsored programmes have civic education as their underpinning. *Hum Log, Rajani* and other such programmes are popular. Their contribution to the civic education should carefully be analysed and understood in context of different audience—rural, urban, slum, women, young, etc. There is no doubt that TV is a powerful medium. Its recent expansion is revolutionary indeed and should be fully exploited for civic education. But for this careful research in TV programme planning and impact need to be carried out to make optimum use of limited resources both for media and civic education in developing country like India.

III

From the brief review it emerges that India has used radio and TV for a variety of civic education programmes over the years. Pilot projects were often precusor of regular education and development programmes.

Experimental or pilot media projects for civic education were invariably grand success. Encouraged by the gains of the pilot projects these educational programmes through media were expanded into large scale and continuing pro-

grammes. But, often the success of such regular programmes has not been that impressive. It would be interesting to examine this phenomenon at some length to gain some insights for future applications.

First take the case of radio rural forums. As a pilot project in five districts of Maharashtra, on all counts, it was a very successful programme. All concerned thought the approach was sound and the scheme should be extended throughout India. But the actual decision to expand the scheme of radio rural forums took three years after the completion of the pilot project in Pune. This delay in developing a pilot media project into a large scale continuing programme is symptomatic of procedural delays in Indian system of planning and execution of developmental projects as well as of the problems of finding and allocating the requisite resources of man and material for such an expansion. Even if decisions are taken and funds are allocated the achievement of fiscal targets is not easy. For instance in the third five year plan, when the radio rural forum was the most popular and desired media approach to rural education and development it was provided that 25 thousand forums be organised during the plan period (1961-65). But in actual practice only 12 thousand forums were in operation by the end of the plan.

Notwithstanding the poor performance in terms of setting up of the desired number of forums, its philosophy and approach was still considered as sound. A national committee in 1964, after careful and critical look at the forums, recommended that they should be expanded fast to cover the entire rural India. All villages having a panchayat (village council) should have a radio rural forum. In other words about 5 lakhs forums were to be established to achieve this objective of covering all the villages. Indeed a stupdendous task.

However, the highest number of community radio sets

that was reached in 1969 was 2 lakhs. This included both rural and urban community sets. But with the advent of transistor era, the number of private transistor radio sets increased questioning the relevance of community listening scheme as such. Thus, in 1969 the Government of India discontinued the scheme of giving subsidy for community sets. With this, the community listening lost official patronage in most states and the number of community sets declined. Today, it is estimated that there are about 20 thousand radio forums with varying degree of activeness and enthusiasm.

Not only the number of radio rural forums has declined the very enthusiasm for the forums has waned both on the part of broadcasters, other concerned officials and the villagers as well. Availability of transistor sets in many a individual homes in a village is only a part of the explanation for the loss of interest in the radio rural forums. Perhaps, more importantly, the programme lost the edge, specificity and focus witnessed during the course of experiment or pilot stage. To an extent this is natural.

In a pilot project everyone involved puts his best efforts. Being a time-bound and 'special' programme the participants are conscious of the fact that their individual and collective contributions are under public gaze. All tend to be enthusiastic and work harder. The resources are adequately available and the cooperation of all concerned is also forthcoming. Even at the village level the people are conscious of their special importance and status as forum members. They take active interest in the programmes. With the kind of prestige attached to the programme at pilot stage, decisions and even adoption of innovations become easy.

But once the experimental phase is over and the pilot media project is expanded into a large scale and continuing programme, many new problems arise. In a vast country like

India it is not easy to find adequate resources of men and material for converting a pilot media project into a nation-wide regular communication programme. Further, even if resources are found for limited or full expansion, the whole thing becomes routine, as it is no more 'special'. Not only funds available are limited, the enthusiasm for the programme is lost. The production of communication programmes becomes a routine affair. The involvement of specialists declines. The contents often lack relevance and focus. The whole programme becomes too general. With the result the audiences also loose interest in the programme.

Another related dimension may be mentioned. In a pilot project radio or television programmes are well thought of and are developed in a sequential order. For instance in the pilot project of radio rural forum from Pune Station of AIR, a series of 20 broadcasts was prepared with a lot of thinking, research and advance planning. Similarly, in case of Mother-Child-Care Radio Programmes from AIR Station, Rohtak, a sequential series of 26 broadcasts has been planned. The scope and outlines of contents, guidelines for the experts, and even possible questions from the listeners have been worked out in advance. This kind of sequential syllabus like development of a particular theme is bound to arouse far greater interest among the audiences and also have greater impact than the ad-hoc and unrelated radio and TV programmes of civic education.

Further, the greater association of experts with programme production during the pilot phase lends far greater credibility to the programmes, thereby, making them more acceptable to the audience than what is usually the case in a large scale and on going regular radio and television programmes for adult education.

Pilot media project for civic education being confined to a limited area the radio and TV programmes can achieve far greater specificity not only in terms of the contents but also

in terms of language and treatment as well. This is often lost sight of in regular programmes. The support for various civic education projects produced in a routine way tend to be somewhat uninteresting and ineffective also.

Conclusions

From the analysis it emerges that the pilot or experimental projects to use radio and television for the purposes of civic education, which includes awareness, skills and literacy, have been successful. But once the same idea is expanded into a large-scale continuing programme, the contents of media tend to be too general and the information given is either already known, too 'high' posing difficulties in comprehensive or even irrelevant leading to failure to arouse interest or even loss of existing interest on the part of audiences in the civic education programmes as such. If the experiences of pilot projects are to be of relevance then the contents of the regular media support for civic education programmes have to be area specific, problem solving, need based and be given in syllabus-oriented sequences to yield maximum results. These are some of the lessons for the Indian experience in use of mass media for the purposes of civic education.

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Electronic Media for Adult Education

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Adult Education, when translated into operational terms, is reduced to a series of communication tasks; and therefore needs the support of the communication media, materials and structures. Its three facets—literacy, functionality and awareness—are best promoted through communication. Adult education, throughout its growth in India has been influenced by the international developments in this field. According to Gandhi and Tagore, man is in the centre of all development and "adult education is the education of the whole man." The late James Robbins Kidd, while discussing India's new Adult Education Programme had said : "For example, it is possible to dismiss the Gandhian Basic School, as some Indians do, as something that was never seriously attempted, but it does have many implications for non-formal and adult education and identified principles and processes that might be relevant not only in India, but in other developing countries." In the recommendation on the Development of Adult Education, adopted by the 19th General Conference of UNESCO, held in Nairobi in 1976, the term "adult education denotes the entire body of organised educational processes, whatever the content, level and method, whether formal and otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons

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regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development." The recommendation emphasises that adult education should not be taken as an entity in itself, but as an integral component of a global scheme for life-long education and learning. In accordance with the principles contained in the recommendation, the Government of India initiated a series of measures strengthening its national strategy for the development of adult education. According to a UNESCO document (20 C/23 Add. 2 dated October 1978) containing India's report to the 20th Session of the UNESCO General Conference held in 1978, it is said that the recommendation on the development of adult education adopted by the 19th Session of the UNESCO General Conference finds expression in the Policy Statement on Adult Education, issued by the Government of India and in the National Adult Education Programme which was planned in pursuance of this policy for implementation and launched on 2 October 1978. India's efforts in this followed as internationai mandate, and the contents of its adult education programme were evolved out of its own needs and experience as well as the examples of other Third World Countries. This was a historical necessity.

The Planning Commission document entitled "Sixth Five Year Plan (1980-85)" states : "The Sixth Plan lays emphasis on minimum essential education to all citizens, irrespective of their age, sex and residence. The approach to achieve this objective would be characterised by flexibility, intersectoral cooperation and inter-agency coordination. Techniracy would be adopted as the major instrument for the spread of literacy, numeracy and practical skills relevant to the economic activities of the people concerned. It would be supported by

post-literacy, continuing education through a network of rural libraries as well as instructional programmes through mass communication media, particularly after the INSAT is launched to its orbit." Adult Education was an essential component of the basic minimum needs programme for the 6th Five Year Plan, and had been included in the revised 20-point Economic Programme of the Prime Minister.

Communication Support

Adult education needs communication support and the communication media also need the support of adult education so that the messages are understood, perceived and favourably treated by the intended audience. Unfortunately, this mutual relationship between adult education and media has not always been very healthy. The Report of the Third International Conference on Adult Education, held in Tokyo, in 1972, states : "Thanks to the rapid technological development of modern means of communication, it had become possible to reach far larger numbers of people than anyone had imagined even a few years ago. To the mass media a major role should be ascribed in arousing among people everywhere an awareness of the common social, economic and cultural forces affecting their way of life. The media could provide not only formal instruction, but valuable information and cultural enrichment." The report further states : "Yet almost nowhere had the full potential of the mass media been enlisted in the service of adult education. On the contrary, the media were often used for anti-educational purposes. The basic problems were how to exploit the media with a view to extending educational opportunities, how to reduce cost without lowering the quality of learning and management of the educational process." However, adult education needs a vigorous communication support in the following areas :

(a) Objectives of the adult education programme have

to be carried to the people in the shortest possible time. This is a public relations function.

(b) People, particularly the intended learners, are to be motivated to actively participate in the programme.

(c) Awareness of the environment and other problems is to be created.

(d) The massive training programme for the adult education personnel is to be reinforced by the communication media.

These communication tasks can be very effectively performed through the electronic media, radio, television, and audio and video cassettes.

Radio

Radio can be a powerful tool for accelerating the development process of a country, provided it is properly used. A UNESCO Radio Survey of 110 countries, conducted in 1971, reports that educational programme took up about 6,500 hours a week, representing only about 2.5 per cent of the 250,000 hours a week of radio broadcasts. These educational hours are used differently in different countries. According to McAnany, "The potential advantages of radio for the task are four : time, cost, effectiveness and localness. The potential that radio has with regard to time is the most clear cut. Presently radio reaches practically all populations in all countries in a large variety of languages. Even if the distribution of the sets favours the urban areas, the diffusion of cheap transistor sets through rural areas is sufficient to guarantee virtual coverage of most countries." Radio has been and is being used for both formal and non-formal education under five strategies : (1) Open Broadcasting—the unorganised audience. (2) Instructional Radio—the organised learning group. (3) Radio Rural Forums—the

decision group, (4) Radio Schools—the non-formal learning group and (5) Radio and Animation—the participating group. There are certain assumptions behind each strategy to which radio has been put to use about radio's effects, about the structure of reception and about learning and social change.

The Open Broadcasting strategy is being used in India to provide communication support to the adult education programme. India was one of the few pioneering countries in the world to have used the Radio Rural Forums to its advantage. After the success of the pilot Radio Rural Forum project, started in Pune, in 1956, it was extended to other parts of the country. By 1969, there were 0.2 million Radio Rural Forums operating in different states and Union Territories. As Yadava put it : "Systematic research and evaluation studies over the years clearly point out that radio has been effective to an extent in the area of agricultural broadcasts. Information pertaining to agricultural practices is effectively communicated to farmers through the radio. Though most of the diffusion studies have again and again revealed the importance of the opinion leaders in the communication process in rural areas, the very fact that high yielding varieties of seeds are popularly known as 'radio seeds' and the fertiliser mixes as 'radio khad' in villages in many parts of the country, indicates the effectiveness of radio in this area."

Every station of All India Radio broadcasts a 30-minute programme on adult education every week. Most of these broadcasts are dull and uninteresting reflecting lack of creativity and imagination, and occasionally ignorance, on the part of the producers.

The Radio School strategy, was adopted in a small town called Sutatanza, Colombia, by a parish priest named Salcedo for using radio in adult education and rural develop-

ment. Radio Sutatanza, now a part of a national organisation called Action Cultural Popular (ACPO), is today a huge multi-media educational programme covering millions of men and women in Colombia and Guatemala. Besides its multi-media mass campaigns, ACPO trains a large cadre of local leaders who act as change agents in the 'radio school' communities.

Television

The Third World experience in using TV for literacy and adult education is very interesting. According to a Unesco survey on Radio & Television in Literacy, conducted in 1969, it was seen that the second half of the Sixties saw the expansion of TV services for adult education. Twentyone countries were using TV for adult education. The Jamaica Literacy Project used TV for motivation/information, reading, word building, and writing. Short films were being used for motivation and information, and animation film were used being as a break between the different parts. Word games, crossword puzzles, captions, and all kinds of non-projected visual aids were being used in the TV programmes. The "Television Literacy Campaign" of Yugoslavia during its 7-year life span, used the following series : 'The Television Spelling Books' to encourage the learners to learn to use the written language, the four operations of elementary arithmetic, history, marriage counselling, and other information. Tunisia's 'Teaching of Adults and Social Education by Radio and Television' organised by its Institute of Adult Education and Tunisian Radio and Television, had the following used in TV : reading, arithmetic, history, geography, civic or religious instruction, family milieu, occupational and social milieu and the study of world problems. In Algeria TV was used for direct literacy teaching through suitable film programmes in the various formats presented by a screen teacher.

All these countries used TV very systematically as a commuinication support and the average duration of a pro-

gramme was about thirty minutes. In the Sixties, educational TV programmes were organised in Niger, Samoa, Colombia, El Salvador, Senegal and Ivory Coast. According to a recent study entitled 'The World of Literacy—Policy, Research and Action' sponsored by the International Council for Adult Education, "However, the enthusiasm for Educational Television (ETV) Services as a direct teaching tool ("the talking face") has waned in the Third World, and many countries have abandoned or restricted ETV in favour of lower cost media system such as radio, film and print. Tanzania deliberately decided not to invest in a television network. The decisions to limit ETV have been based on experience. Getting the hardware, production and transmission services in operation was a one-shot activity for which funding was available. But international agencies were less willing to invest in the necessary facilities and training for ongoing, indigenous production. More than hardware was needed."

SITE

India's Satellite Instructional Television Experiment (SITE, 1975-76) is considered as a very costly experiment in mass communication. According to Ramesh Chander and Karnik, "We in India, therefore, look on SITE as a gigantic case study to find answers to technical and programmatic problems in the planning, designing, organising and creating a viable system of educational broadcasting by Satellite." 2330 villages in 20 districts and in six states were covered under SITE. Programmes were produced to be telecast in four languages; Hindi for Rajasthan, Madhya Pradesh and Bihar; Oriya for Orissa; Telugu for Andhra Pradesh and Kannada for Karnataka. As only two audio and one visual channels were available, programmes were produced to go simultaneously into two language versions with one visual. M.P. and Orissa, Bihar and Rajasthan and Andhra Pradesh and Karnataka, were the same visual units. The three base

production centres had to constantly keep these requirements in view while producing programmes. The cost of software production alone was Rs. 3000 - ($ 333.00) for every minute of cinematic programme telecast through SITE. Out of the 1320 programme-hours required by SITE, the actual precanning to be done was for about 1164 hours; and the cost of its production was Rs. 209.5 million ($ 23 million).

The Social Evaluation Report on SITE has many lessons to offer. It tells us that on the adoption of agricultural practices, there is some gain, although it is not statistically significant. In regard to adoption of health innovations, the Report states : "Perhaps one year is not enough to adopt innovations. More important, adopting of innovations, which were taken up for measurement depended on the availability of these innovations. So, perhaps availability was also a limiting factor which resulted in modest gains." P. C. Chatterjee, a former Director-General of All India Radio, says : "In short, in the practical aspects of nation building on which programmes were telecast during SITE, viz., agriculture and animal husbandry, health and nutrition, family planning and in telecasts for schools, we find that the gains were rather meagre." Chatterjee gives two explanations for this. One was the too short duration of the experiment and the other was the inadequate supporting infrastructure necessary for change.

Software

Our own experience of SITE and whatever we have learnt from the experience of other countries lead us to a realisation that planning for software production is crucial to the utilisation of mass media for development. From the angle of Programme Evaluation and Review Technique (PERT), software planning assumes considerable priority. As Agrawal put it, "One of the major lessons of SITE is that the planning of software rather than hardware requires more time.

Hence, the planning for software aspects must start many years prior to the planning of hardware aspects."

A systems approach to software planning is desirable. In the systems approach, any productive system is viewed as a whole so as to examine how its process functions with reference to its resource inputs and its desired outputs. Systems analysis, to start with, defines as clearly and precisely as possible the desired objectives. Then the alternative ways through which these objectives can be fulfilled are identified, and after examining the various advantages and disadvantages of each of the alternatives, the most effective, feasible and economical alternative is selected. Then a plan of action, including a time-table, is elaborated, and the action to be accomplished during each phase of the plan of action are defined. All the resources that will be required for the accomplishments of the actions, the nature and timings of results anticipated and the ways and means of evaluating progress, and if necessary, to make the necessary changes are also elaborated. Thus, systems analysis perceives a 'system' as a dynamic, well organised and integrated process having the following four main elements : objectives, inputs, process and outputs. In analysing a TV system, the sending and receiving ends are carefully studied and the following four components are also examined with great care : (i) technical (ii) contents (iii) supporting communication and evaluation and (iv) training provisions.

The technical component relates to hardware. Contents are most important for software planning. By contents we mean not only the contents of the programme to be broadcast, but the supportive learning materials that will be needed at the receiving end to make the programme utilisation most effective. Supporting communication and evaluation need a continuous flow of information, ideas, and assistance among all the main parties involved. For example, the prospective users should have a say in the software planning and pre-

paration and in its utilisation. There should be a continuous consultation and coordination among all the people whose efforts make the system work—educational, and media policy makers, educational-programme producers, technicians, hardware people, and researchers. The human resources in a media system, such as the TV, are more critical to success than the technical resources. Therefore the training and development of human resources assume a lot of importance. Prof. Yash Pal, writing for the Seminar, (1978) says : "Thus, while we stand at the beginning of a communication explosion, with INSAT coming in the begining of 1981, we also stand at a critical juncture where the decisions we take will determine the pattern of communication in this country for a long time to come." He continues : "Soon after the Satellite comes in, the two broadcast transponders available will attract the attention of broadcasters and technologists and the easiest thing to do would be to use them first for linking the TV transmitters in all large cities with very little additional cost. This will immediately provide the capability for showing the Republic Day Programme, for relaying speeches of political dignitaries, for showing cricket and hockey test matches, a movie a day from one station or another, magic shows, perhaps some music and dance festivals also... The specialised urban programmes including movies could be seen perhaps everyday and pretty soon all the capability of these broadcast transponders, which in early good faith were meant for rural communication, would be saturated. And that would be the end of the use of INSAT for rural communication." These warnings sounded by Prof. Yash Pal should make us alert. Software planning is guided by our national communication policy, and in the case of INSAT, it is governed by the sectoral policy decisions related to INSAT.

Production Process

Television is the most complex of all educational mass media and the production process of television programmes

starts after the curriculum planning process is complete. The programme preparation phase includes development of script and materials, compilation of inserts and illustrations leading to the final production or recordings of programmes. Therefore, the task of the producer is not so easy. He has the programme format, controls the selection of script contents, visuals and casts, and coordinate the work of the production unit. He should have knowledge of the subject matter although he can always take the advice of a subject matter specialist.

The producer has to be sensitive to the needs of the audience. In an audio-visual medium like the TV, it is the language and the visual used which matter. To quote Agrawal again, "Inappropriate use of telecast language was a single most important factor that affected the comprehension of the programme especially in Hindi speaking clusters." People like to hear the language they speak, but very often this simple truth is not realised. Another important factor is the standard of visual literacy of the audience. Visual literacy helps to teach verbal literacy. There are right visuals for the right people. As Anne Zimmer and Fred Zimmer put it : "There are people who are trying their best to prepare visual messages their countrymen can understand. Some film makers, for instance, are saying : 'If we zoom into buildings, our people will think the buildings are falling on them. If we pan accross a landscape, they think the mountains are moving. We must find ways to make the films that they will understand.' Others are trying to identify these ways in the graphic arts. One recent study found out that, out of thirteen posters designed to assist in the teaching of literacy, all but one were misunderstood. The decision, sensibly, was to redesign the poster, not the people". Therefore, both formative and summative research should be utilised in the production of adult education software.

Formats

Adult education software for television can be in various

103

formats, depending upon the suitability of the topic and the imagination of the producer. The whole range of audio-visual aids, having their recognised places in the 'Cone of Experience' of Edgar Dale can be utilised in the treatment of the messages for television. Here again, the choice of format is determined by the level of understanding of the audience. In the Kheda experiment, an attempt was made to use TV in a vigilant role "guiding the rights of the totally helpless and giving strength, where strength was needed", and thanks to the courage and innovative efforts of the Space Applications Centre at Ahmedabad, the programmes radiating from the Pij transmitter were very effective. The Seminar, (December, 1978), writes in its editorial : "Whether it is a ritual murder in a village, or the condition of bonded labour or how TV was able to force Government action on a forgotten irrigation project, and how half-inch video could simplify the entire process and how the cooperation of the peasants should be sought and can be got, the experience must be disseminated more widely. Since we can't see the images on the screen, we thought this excellent work should at least be recorded in the pages of Seminar." The Kheda experiment was an outstanding achievement in rural communication. This was adult education supported by television and resulting in awareness and social action. There was instant audience involvement in the Kheda project, because of the participation of local people in the programmes. It was a successful experiment in participatory communication, and it was able to invent a system for rural India. Kheda has been able to give us deep technological, managerial and programming insights. Prof. Yash Pal hopes that "this rich experience will not become just a report to be consulted in years to come by academics, but that this experience will have a positive, definite influence on planning and future communication system".

Audio Cassette

Audio cassette is called the user medium. It needs a very simple and low-cost equipment—the audio cassette recor-

der. According to Sumanta Banerjee, "Although the cassette recorder can also be used for stereo reproduction, complicated sound mixing, and synchronization for slide projectors and super-8 film production, its main use in developmental tasks has been simply as a recorder/player. But being a lighter, cheaper, simpler medium than the open-reel recorder, and more flexible than radio broadcasts, the cassette recorder has ushered in quite a number of new approaches to development projects." Audio-cassette technology has a number of advantages. Cassettees are simple to operate, portable, transcend literacy, and shortcut training. They are flexible, as opposed to radio broadcasts, and provide feedback opportunities, thus encouraging audience participation. The only drawback with cassette recorders is the rapid battery drain, but, this difficulty can be overcome by using an electric adapter wherever possible. The audio-cassette technology is a wholly localised medium, providing unlimited possibilities of use for adult education training. It is upto the trainer to use it keeping the training design and the respective training methods in view.

A few applications of audio cassettes in adult education training are as follows :

a) training in public speaking

b) training in chorus singing

c) training in conducting discussions and group discussions

d) training in teaching adult learners

e) training in delivering lectures in training programmes

f) training in radio script writing

g) reviewing pre-recorded radio broadcasts

h) listening to pre-recorded talks by experts

i) training in assessing learners' feedbacks and villagers' reactions.

Video

For many people, particularly trainers, "Video is still a world of myth and unknowns." Video has come to stay not only to provide entertainment, but to inform, train and educate, depending upon the software. In terms of its training potential, the sky is the limit. Unlike the audio cassette technology, the video technology is high-cost, and sometimes a high-cost technology is the most appropriate technology. The Portapak (portable video cassette recorder and player) has revolutionised the realm of educational technology and any training system worth the name should have a micro-media unit to utilise the Portapak. Lorette J. Atienza describes "video chiefly as television. But it is not just television. This is because video also makes possible the opening of a sideword flow of communication—the channel of people talking with each other. Video facilitates exchange within communities, between communities. And beyond this, it allows people to talk back and up the ladder of communication—to leaders, to policy makers. It is a great new system for feedback from the small communities that are not just a faceless mass, but real and—yes—ordinary persons; persons who should have a say in what decisions are made and not made by their leaders."

Use of video for adult education training necessitates production of appropriate software by trained personnel. And as the saying goes, one learns to swim by actually being in water. Similarly one can produce situation-specific and appropriate software by actually using the video-cassette recorder. Of course, some training in video application is a must.

The following are a few applications of video in adult education training :

a) Training in teaching methodology through 'Micro Teaching'

b) Training in Group Dynamics

c) Training in interviewing people for social research

d) Exposure to pre-recorded panel discussions and symposia

e) Presentation of pre-recorded case histories

f) Film Appreciation

g) Exposure to the various forms of traditional and folk media of communication.

The scope is really vast and it is upto the trainer-producer team to explore the possibilities of video application for training. The Unesco/Fundwi functional literacy project in Irian Jaya, Indonesia, during 1970-73, had used video to train teachers, utilising the principles and methods of micro-teaching.

The applications of slides, films and filmstrips have not been discussed in this paper, because sufficient literature on the subject is available. The video medium is so flexible that it can use slides, films and filmstrips.

Electronic media need adequate infrastructural facilities, maintenance of equipment and trained personnel to handle the same. Their management itself leads to the establishment of a media system. Will the sponsors of adult education training consider this as a requisite need so that the electronic media can be utilised for training to make it dynamic ?

Communication research has established that the multi-media package for a given communication objective always achieves the maximum gain. This becomes more relevant in the case of adult education, where the learners, having varying degrees of visual literacy and abstraction levels, when exposed to the different media, get varying degrees of media exposure. With advance planning and adequate advance preparation, it is possible to design a multi-media package to support the television programmes. The same message in the television software can be reinforced through radio, the printed media, folk media and even interpersonal media like group

discussions. A very high degree of coordination is necessary; It is possible and a system can be easily designed for this. The National Resource Centre for Adult Education and the State Resource Centres can play their role effectively in becoming active partners in the multi-media project for adult education. All the user agencies have a major role to play in this effort, so that their respective communication efforts are channelised in a coordinated manner for achieving the maximum gain. The planning for this needs the systems approach.

Utilisation

In a communication system, it is the receiver who conditions the sender. The situation becomes more crucial when the sender does not have face-to-face interaction with the receiver. In the case of television, what happens at the receiving end is as important, or even more important, as what is contained in the software. Therefore, proper software utilisation at the receiving end, particularly in the case of community viewing, assumes urgency. The TV system has no control over it, because this area of work is looked after by another agency. Experience has shown that owing to power failure, TV sets often become inoperative. So, even a strong television signal carrying an interesting and educative message gets completely blocked. This apart, the educational side of the utilisation has to be ensured, and here the adult education personnel have to come to the picture. This is an area which needs urgent attention, otherwise with all the hardware and software resources at our command, and with all the refined tools of formative and summative research, we would be nowhere. It needs special talents and efforts to introduce all the three elements of information, education and entertainment into the community viewing situation.

Amadou-Mahtar M 'Bow, Director-General of UNESCO, in his foreword to 'Many Voices and One World', the report of the International Commission for the Study of Communication

Problems, says : "It is essential that all men and women, in all social and cultural environments, should be given the opportunity of joining in the process of collective thinking thus initiated, for new ideas must be developed and more positive measures must be taken to shake off the prevailing inertia. With the coming of a new world communication order, each people must be able to learn from the others, while at the same time conveying to them its own understanding of its own conditions and its own view of world affairs. Mankind will then have a decisive step forward on the path to freedom, democracy and fellowship." And this is the ultimate goal of adult education.

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Role of Mass Media for Adult Education in India A Status Paper

S. K. Tuteja*

High priority has been accorded by the Government of India to the programme of adult education by including it in the Minimum Needs Programme as well as in the New 20-Point Economic Programme. The education imparted in the programme is a package comprising acquisition of basic literacy skills, upgradation of vocational skills for more productive use of time and raising the level of social awareness of the beneficiaries of the programme. In order to implement this dynamic and multi-dimensional programme on a massive scale, besides the Government agencies, Voluntary organisations and the Universities have been involved for its speedy implementation as the immediate goal before the country is to provide 100 per cent literacy to all the persons in the age-group 15-35 by the end of the Seventh Five Year Plan, i.e. 1990. It is in fact, a stupendous task as nearly 110 million illiterate adults would be covered under the programme.

In view of the comprehensive nature of the programme, variety of approaches, methodologies and materials have to be used to realise the objectives of the programme. It is in this context that the role of mass media becomes more pertinent. Though the use of mass media have so far been rather limited in adult education programme, but the success-

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ful operation of INSAT-1B, has now provided immense opportunities for utilising the various communication media for the programme. The support of the media becomes all the more necessary in a country like ours where a large segment of population is to be covered under the programme. It has, therefore, become imperative that electronic as well as traditional and folk media have to be used vigorously for promotional as well as for instructional purposes in the programme particularly in relation to the aspects of creating favourable environment for the programme, teaching/learning process, training and orientation of functionaries and in the follow-up and continuing adult education programmes.

The overall situation regarding the use of media as at present is as briefly given in the following paragraphs :

Radio

With the network of 87 broadcasting centres supported by 128 medium-wave transmitters, AIR covers nearly 89% of the population. Thirty-eight stations have been provided with the facilities to receive signals from INSAT-1B and this has brought about an improvement in the quality of relay of centrally originated programmes. Thus, the network of AIR in the past had helped adult education programme particularly the programme of Farmers' Training and Functional Literacy which is now known as RFLP. Even at present, the AIR is broadcasting certain programmes which are basically non-formal in nature and have direct relevance to adult education.

Specific programmes which deserve special mention in this context are Farm and Home Service meant for imparting necessary knowledge and information to the farming communities about the modern agricultural practices; Farm School on the Air based on selected themes of agriculture for disseminating necessary knowledge about agricultural innovations, etc.; Programmes for Women particularly the working women for educating them about their role in

the society, family, etc.; Programme for Industrial Workers for creating necessary awareness in them on the need for increasing productivity and to educate them about various welfare schemes; Yuva Vani programme meant for youth; and Family Welfare programmes especially designed for promoting the concept of small family norms. There are also other specific programmes on adult education which are produced and broadcast by the local AIR stations in consultation with the adult education agencies. However, there is a scope for production of more programmes in areas such as motivation, awareness, functionality and training and which further necessitate, greater amount of coordination between the AIR and Adult Education agencies. Efforts are also being made for synchronizing timings of adult education with radio programmes and in order to derive the maximum benefit of these programmes, provision of transisterised radio-sets is proposed to be made in the adult education projects in the near future.

Television

Television is widely recognised as a powerful medium of mass communication. Several countries like France, Canada, Japan, and other developing countries have been using it for purposes of education and development. The use of TV in India, however, has been rather limited. It was initially experimented for school and social education programme in 1959. In 1967, it was used for disseminating new information and agricultural technology to the farmers through a well planned programme known as Krishi Darshan which is still being continued. However, for adult education programme, sporadic efforts have been made for using the television on an experimental basis. It was in 1975 that under the 'Satellite Instructional Television Experiment', TV was used for rural areas in six States of Rajasthan, Madhya Pradesh, Orissa, Bihar, Andhra Pradesh and Karnataka. Now the INSAT-IB is in operation which provides immense scope

for utilizing TV for various developmental and educational programmes. It has also facilitated the rapid expansion of TV network in the country and as a result of it nearly 70% of the population is within the reach of the Doordarshan Programmmes.

The basic thrust of Doordarshan's Seventh Plan proposals is to provide a three-tier TV service comprising (i) primary service in each major state to be available throughout the State in the language of the State, (ii) national service to be available throughout the country based on programmes produced at Delhi as well as programmes of national relevance originating from other centres and (iii) local service transmitter, with provision for separate channels at the metropolitan centres. The Seventh Plan proposals, inter-alia, also envisages wider availability of facilities for local programme production in each State/Union Territory as well as more intensive TV coverage of the border areas.

Specific programmes including the educational programmes have been initiated under the INSAT schemes for a cluster of three districts in each States of Andhra Pradesh, Bihar, Gujarat, Orissa, Maharashtra and Uttar Pradesh. A one hour programme on higher education is telecast every day which are provided by the University Grants Commission. Under the national programme, the programmes on national integration, communal harmony, family welfare, India's cultural heritage including arts, music as well as programmes on sciences and current affairs are included.

Doordarshan in its present programmes is telecasting certain programmes which are non-formal in nature and have an in-built component of adult education. These programmes are related to the subjects such as agriculture, civic education, science, health education including special programmes for women. Though these programmes are directly produced by

the Doordarshan Kendras, they are relevant for the curriculum of adult education programme. However, in order to make them more specific and presentable for the clientele of adult education, they can further be improved upon in terms of their content, presentation through the process of constant dialogue and interaction between the media and the adult education agencies particularly at the stage of scripting the programmes.

Special programmes on adult education which are prepared by the TV stations in consultation with the adult education agencies are being currently telecast from major TV centres such as Bombay, Madras, Hyderabad, Cuttack, Nagpur, Srinagar, UDK Delhi, Jullundur for the duration ranging from 15-30 minutes with the frequency of once or twice a week. The TV stations in other States such as Gujarat, UP and West Bengal also accommodate adult education in the overall schedule of their programmes.

The contents of most of these programmes are, by and large, presented in the form of discussions, talks, plays/ dramas, skits, folk songs and success stories. All these programmes are promotional in nature which also include the component of awareness and to some extent cover the functionality aspect. There is, however, no head way as far as the instructional programmes are concerned with few exceptions such as Madras, Bombay, Srinagar stations where the attempts had been made for the telecast of literacy lessons coupled with the topics on awareness and functionality.

Efforts are now being made for the full utilization of TV for the promotional as well as for instructional programmes of adult education.

Film

Film is another important medium which can play an important role in the promotion of adult education programme particularly in creating necessary motivation for the programme

and in the training and orientation of field functionaries. Films, Slides, Film-strips are presently being used by the State Governments/SRCs for adult education programme. However, this situation differs from State to State. There are some States such as Orissa, Madhya Pradesh, Gujarat, Maharashtra and Haryana which have, though a limited number of films/slides, on a variety of topics for use in adult education programme. But there is still a greater need for more documentaries on different aspects of the programme and on selected topics which can better be dealt with through the medium of film.

Traditional and folk media

Traditional Media is being used effectively and successfully for a long time all over the world. In India also development agencies, political parties, religious organisations and educational institutions have been using them to convey the message. It is effective because it belongs to the people who are the target group. They are familiar with the form, music, arts like puppets, traditional dramas, kirtan, Harikatha, story telling, etc. which have been used for communicating various messages and the performers work as change-agents.

In Uttar Pradesh, Literacy House which is State Resource Centre for the State, has separate unit for puppetry. They train functionaries for using the medium for adult education. In Rajasthan, the State Resource Centre has recently started using puppets and dramas for the purpose of adult education. SRC at Tilonia, Rajasthan, has a full-fledged department of puppets. They also use the traditional art of Pabuji Ki Pada. Instead of giving the story of Pabuji, they use different stories like exploitation by money-lender, dowry problem, etc. In Kerala, Kerala Shastra Sahitya Parishad is using indigenous media for inculcating scientific temper in masses. The group travels from one part of the State to another and on the way encourages people of the villages to participate in their drama.

By doing so, they succeeded in getting community participation. Since, the traditional performing art generates from people for their own entertainment, they spontaneously join the group. This makes the task of the organisation easy for communicating the message. In Maharashtra, the Department of Adult Education and Continuing Education of Bombay University has been successfully using puppets. In West Bengal, the State Resource Centre is using the form of traditional drama for adult education purposes. Chitrabani in Calcutta is using folk media for a long time. In Orissa, the State Resource Centre has used folk dramas and songs for adult education. In all the States, all over the country, local music and folk dances are amply used for motivation, particularly in women's centres. Song and Drama Division of the Ministry of Information and Broadcasting is using folk media all over the country for propagating Govt. of India's messages. Family Planning programmes have also used this medium successfully. Centre for Cultural Resources and Training at New Delhi regularly conducts workshops to train the teachers of Primary, Middle and Secondary level schools for using puppets in the classroom for teaching purposes. They have found this medium quite successful in the formal system of education. It has also been found quite effective and acceptable in the non-formal system.

There is a vast scope for exploiting this medium for adult education purposes and a lot of work is yet to be done in this direction.

Major Efforts made at the National Level

Various steps have been taken at the national level to further strengthen the use of various media for adult education for promotional as well as for instructional purposes. For instance, suitable radio and TV spots were developed which were brodcast/telecast in different languages for motivation as well as for creating necessary environment for the pro-

gramme. Some animation films have also been produced. Similarly some video programmes are being developed for instructional as well as for creating awareness on the topics such as civic education, scientific temper, promotion of literacy among women. Video tapes are also being prepared on the basic material produced by the Directorate of Adult Education, Government of India.

Motivational as well as instructional films had also been produced for promotional as well as for instructional purposes. The films produced at the national level are made available to the implementing agencies for use in the programmes.

In order to strengthen the State Resource Centres set up in different States for the resource support to the implementing agenies, they have been provided with under the UNICEF Assisted Project 'Non-formal Education for Women and Girls' the equipment such as Kodak Carousel slide projector, Cassette Recorder-Synchronizer, Projector 16 mm, Tape Recorder, Camera 35 mm with flash gun, and Silk screen equipment. In addition, more films, slides, video programmes and other necessary equipments are planned to be supplied to all the SRCs.

The Task Ahead

We are, however, planning to have a countrywide media-based programme for adult education based on multi-media approach, and the production of proto-type software for radio and TV on the subjects of national importance and adult education curriculum. It is also planned to produce multi-media packages which would include supportive printed materials such as posters, charts, wall newspapers. Short video-programmes on components of awareness and functionality and on innovative successful experiments are proposed to be taken up along with the short and serialised programmes on training/orientation of adult education

personnel. Suitable programmes are also being planned for the States covered under the INSAT programmes.

The programmes related to the traditonal and folk media would further be stepped up in collaboration with the professional agencies such as Song and Drama Division of the Ministry of Information and Broadcasting.

In order to carry out these tasks more effectively, we are planning to create necessary infrastructural facilities at the national as well as at the State levels as at present no such facilities are available. It would facilitate the planning and designing of suitable techniques for communicating messages of innovative nature and also in developing necessary software for radio and TV and it would ultimately help in establishing a suitable communication network throughout the country for implementing the media based programmes.

GROUP REPORTS

Group-I

Topic : How can adult education enable people to learn how to exercise their civic rights and responsibilities?

Group Leaders : Mr. Sunthorn Sunanchai
Ms Isabel Diquiatco

The members felt that law has been a complex phenomenon making it difficult even for lawyers to cope with it. Concern was expressed at the fact that right to information is not provided for in the constitutions of many countries. The need for right to knowledge was stressed by all members. The right to exercise knowledge was felt to be equally important.

The members had lively discussion on strategies for making common people aware of their civic rights and responsibilities. It was agreed that any strategy for this purpose should employ the method of peer teaching or participatory approach in injecting ideas as far as practicable. Some of the major strategies suggested for making illiterate people aware of their civic rights and responsibilities were as follows :

1. Use of extension workers in teaching common people about their rights and responsibilities.
2. Organisation of education programmes to highlight such important aspects as workers' rights and family welfare.
3. Workers' organisations such as trade unions.
4. Organisations of the illiterate
5. Street corner performances/dramas
6. Folk songs and dramas

7. Audio-visual materials
8. Mass media such as radio, television and newspapers.

The Role of Adult Education and Mass Media for better Civic Responsibilities

Any strategy, innovations and solution must arouse the peoples creativity and initiative through love, concern and through examples.

All the developing countries in Asia have many problems—economic, civic and those related to population explosion, health and sanitation, squatters etc. Keeping these in view media like the radio, T. V., newspapers and magazines and folk arts, music and dance can be used for providing education and information. Besides, members of the community or a particular group can also lend a helping hand. For example, in a workers' group, those who are educated and have initiative and drive can teach and guide their peers. It is through love and concern, and above all, by setting examples that people can be convinced to improve their way of life. A farmer's word who has actually been successful in increasing his produce through the use of some new equipment or innovative method is likely to be more effective. Similarly, if you want your environment to be clean and beautiful, you must set an example yourself before your neighbours.

"In the inter course of social life, it is by little acts of watchful kindness recurring daily and hourly by words, tones, gestures, looks that affection is won and preserved. Any strategy that claims to be a solution must seek to revive the creativity and the initiative of the people. Educate people about these relations which make them desistence prone. This education must be based on observation, investigation, concrete and independent and it must lead to organisation, both popular and around concrete issues. We must organise concretely, on the basis of a common education and educate

on the basis of independent and popular investigation". (Dr. Mamdami in his talk at the Ugandan Red Cross Conference, at Kampala on March 19, 1985).

The following areas require special attention of adult education leaders :

—Training of Trainers

—Workshops on Workers' Organisation

—Community assemblies

—Survey and home visits

—Parent Education/Seminars on different topics of interest

—Sharing of Experiences

Adult Education and Civic Rights and Responsibilities

Introduction :

Civic rights and responsibilities pertain to man placed in a socio-political and cultural context and having access to a definable economic level. The socio-political and cultural context defined both in geographic terms (local village/slum/urban colony, town/city, state/region, nation, across nations), and in class/caste ethnic terms spells out the constraints within which an individual can

(i) Know his civic rights and responsibilities.

(ii) Possess skills to exercise those rights/discharge responsibilities .

(iii) Inculcate an attitude wherein rights/responsibilities can become an integral part of life.

Description of Civic Rights and Responsibilities

The description of rights and responsibilities needs to be preceded by a description profile of the socio-political and cultural context in which the individual/community is placed. The parameters for such a description are :

(i) Physical surroundings—hillock, plains, valley, etc.

(ii) Density of habitation –planned, unplanned, semi-planned

(iii) Infrastructural services—health, shelter, drinking water, drainage, garbage disposal, safety, recreation, plants and trees, education etc.

(iv) Awareness regarding the structure/composition of civic authority and whether its members are elected by the people or are nominated, etc.

(v) Civic institutions.

(vi) People's organisations.

(vii) Level of education of the people.

(viii) Income levels of the people.

(ix) Laws/rules/regulations enacted to regulate people's behaviour.

The following are some of the situations which would call to play civic rights and responsibilities :

(i) Garbage of one house may be left outside in the lane or in an open dump ignoring the civic responsibility towards cleanliness and thus depriving others of a right to healthy living.

(ii) Open drainage in lanes getting blocked on account of someone's neglect.

(iii) Children from some homes not being sent to school may generate negative influences on peer group behaviour.

(iv) Children being encouraged to play in lanes, open roads.

(v) Street vendors/hawkers subjected to police harassment.

(vi) Negligent/indifferent municipal staff working in the area of essential services.

(vii) People not caring to register births/deaths.

(viii) People being denied adequate work opportunities.

(ix) People not responding to the acquisition of literacy skills.

(x) People not being provided filtered/tested drinking water.

These situations may vary from place to place and from community to community. The parameters however, would remain the same.

Curriculum of Civic Rights and Responsibilities

A cumulative account of the situations/profiles duly categorized into manageable content areas giving rise to civic rights and responsibilities would constitute the curriculum.

Adult Education Strategy

The areas of action for the adult education in the matter of civic rights and responsibilities would encompass all matters relating to quality of life of the people. It is in this context that the task of curriculum preparation would need interdisciplinary cooperation including social sciences, law, medicine, etc.

To help people placed in situations which call into play civic rights and responsibilities, the causes of such situations and the manner in which these can be altered favourably should be explained. This could be done through :

(i) A contact between peeple and extension worker.

(ii) Contact with people through traditional (folk) community-based interactions (street plays, community singing, preaching, story telling, etc.)

(iii) Contact between organizations of the people and the experts in matters of rights and responsibilities

(iv) Use of audio-visual and print media to provide greater access to information pertaining to civic rights and responsibilities.

Each of the above strategies can be implemented by employing gainfully and in a coordinated manner the services of man and media.

Group-II

Topic : Identification of some major problems in the implementation of civic education for women in the third world countries

Group Leader : Ms Mridula Seth

The major problems in implementing civic education programmes for women were categorised as those relating to the environment, the educators, and management of the programmes.

The Environment

Resistance from pressure groups with vested interest was considered as an important reason for the non-effectiveness of the programmes. Some women, it was felt, were the cause for the non-promotion of women's cause. Their was a debate on whether non-assertiveness of women was a barrier in implementing civic education programme for them. While the programmes are needed because women themselves are non-assertive, their non-socialisation and internalisation of feminine values of non-assertiveness may be considered as hurdles in implementing the programmes at the grass root level.

Women are not articulate in expressing their problems and bringing into focus the vital issues that concern them. Absence of women leaders from the community is also a barrier in implementing programmes for women.

The Educators

The importance of educators in promoting civic education is well recognised. However, the approach used by educators is very crucial in implementing the programmes. The attitude of "imparting" education as if women were passive receivers is undesirable. Educators should have conviction about the issues being discussed and should involve the local people in the process of developing programmes for them. A sustained effort and confidence in the people are required to solve their own problems.

Training of educators in the methodology of working with women is very important. Ideally the workers should evolve the methodology involving the people, taking into consideration the local resources and availability of media which would determine the quality of the programme and enable the educators to create and sustain the interest of the women.

Management of Programmes

A hungry and poorly fed person cannot be expected to participate in any civic education programmes. Therefore, the need is to take up income generating programmes for women. The management of income generating programmes however becomes a problem in the absence of institutional support. Also, educators find it difficult to create a subtle balance between income generating and educational programmes.

Lack of coordination among various agencies working in the field creates several problems.

The evaluation and monitoring system very often leads to emphasis on literacy rather than education. The educational component tends to get neglected.

Group-III

Topic : *Identification of some strategies for the promotion of civic education for women in third world countries*

Group Leader : Ms Hema Abeygunawardena

Illiterate women, the participants felt, constituted the vast disadvantaged group in any society. Keeping in view various national, cultural, religious and language differences only broad strategies with a wide margin for individual variation were suggested. These were :

(1) Civic Education for women could be promoted through formal education. The curriculum of the formal educational system could be revised to include civic education as a subject as also the idea of equal opportunities for women in national development.

(2) It was agreed that awareness building among men regarding the status of women, respect for women's rights etc. be advocated so that many barriers and obstacles to civic education for women could be overcome.

(3) The need to mobilise the existing NGOs to promote civic education for women was stressed.

(4) It was agreed that religious organisations should be mobilized to promote civic education for women through their activities.

(5) Expansion of trade union activities to include civic education in their programmes was also suggested.

(6) The traditional cultural activities such as folk media could be used to promote civic education for women.

(7) Young educated women should be mobilized to promote civic education for women.

(8) Training programmes for grass-root level leaders should be organised so that the message of civic education

reaches the women of their villages.

(9) Mass media depending on their availability in each country, should be used specially to create a positive image of the woman as mother, wife and sister.

Group-IV

Topic : *What are the important civic rights and responsibilities common to all people living in countries in the Asian and Pacific Region ?*

Group Leader : Mr. Lim Hoy Pick

It was agreed that if a person wanted to enjoy certain civic rights, he must also bear certain responsibilities related to those rights. The group identified 22 important civic rights, but due to time constraints could discuss only 12 of them in greater detail. These are summarised as follows :

	Rights	*Responsibilities*
1.	Food	Production and equal distribution of food, land reform etc.
2.	Clothing	Production of cheap clothing and raw fabric meterials
3.	Housing	Construction of low cost housing, property maintenance and management
4.	Transportation	Ensure good infrastructure of roads and introduce various means of transport e.g. vehicles, trains and aeroplanes
5.	Health Environment	Keep environment clean and pollution free
6.	Child Care	Parents should be responsible for the welfare and upbringing of the children

7.	Universal Education	Learn and help to learn, support educational institution, cultivate reading habit
8.	Family Planning	Keep family small, encourage others to practise birth control, promote sex education
9.	Health Services	Urge government to provide better health services, practice healthy living and help to stop bad habits like smoking and drinking and check the spread of diseases
10.	Communication	Maximise the use of communication media, respect individual's privacy in communication
11.	Association	Mobilisation of people, registration of society or party, conformation to a constitution
12.	National Safety	Participate in national service and civil defence, be loyal to the country, keep national secrets, etc.

Group-V

Topic : What are the major obstacles preventing people who live in the Asian and Pacific Region from exercising their civic rights and responsibilities ?

Group Leader : Mr. John Wellings

The exercise of civic rights implies basic comprehension of the idea of society, political organization and institutional concepts, such as, parliament, state, assembly, and an understanding of how the democratic process is supposed to serve the common man. In includes an unstinted faith in the

values of democracy and an understanding of the basic obligations of citizenship. To make an intelligent choice and to determine what one wants, understanding and knowledge are required. Lack of awareness and information means lack of capability to defend one's rights, be they legal, social or political.

Basic issues to be addressed are : What good are the constitutional guarantees of civic rights in a society unable to exercise them ? How can democracy function if its people remain ignorant of the power they command ?

The participants felt that the following were the four major obstacles preventing exercise of civic rights and responsibilities.

Lack of Functional Education : It may be understood that basic literacy is essential to logical thought process and self confidence required for the development of personality, self image and identity. Functional education refers to development of basic skills of reading and writing, that is, enabling a learner to read and understand information/ messages communicated through the printed word, and to express his/her thought/ideas in writing. It also includes comprehension of concepts and organization of ideas. It must equip the individual for efficient functioning within the milieu of a democratic society. Functional education must refine social behaviour and change attitude of mind.

Lack of Awareness : There are two major reasons for this. First, lack of functional education. Second, inadequate machinery for reaching out to the masses. It is not the awareness among the elite or the educated but that among the masses that makes the democratic system work. Awareness relates to evolution of values that are not learnt through classroom teaching but through association and environment. Awareness is crucial to the creation of environment suited to such values of social understanding.

Wide spread corruption : This has eroded the fabric of faith and trust, arousing doubts with regard to the stated values of democracy. The uneducated simple minded poor have been victims of large scale exploitation. Reactions to injustice result in anti-social behaviour, and create tension among classes, races and religions.

Administrative inefficiencies and red tapism deter people from exercising their civic rights and discharging responsibilities. Procedures should be directed at specific objectives and should be such that following them results in satisfaction rather than frustration and delay.

The following, though included in the above mentioned obstacles, the participants felt, deserved special mention :

1. Lack of Awareness of Rights
2. Lack of Political will
3. Inertia due to cultural values
4. Economic Backwardness
5. Governmental priorities—misallocation of funds
6. Administrative inefficiencies and red tape
7. Inter mixing of cultural values
8. Colonial heritage
9. Lack of national pride and a sense of belonging

Group-VI

Topic : What are the problems that organizations in the countries are facing in creating social awareness among the poor and disadvantaged men and women? What is the role of the ruling class in this regard ?

Group Leader : Ms Annie Jayaraj

The group felt that problems differ from country to country and no generalisations can be made. Participants

from Nepal, Philippines, Bangladesh, Sri Lanka and India gave account of the problems that organisations in their respective countries were facing in creating social awareness among the poor and the disadvantaged. They also suggested the role of ruling class in this regard.

Some of the points raised and observations made during the discussion were as follows :

(a) In some cases NGOs do not get enough encouragement for programmes for creating social awareness among the disadvantaged sections. In such cases the NGOs organise the programme independently.

(b) In many cases there is no coordination between different departments and also Government and Non-Governmental organisations. Poor people are neglected.

(c) Educators feel that people should strive and make efforts themselves. There are cases where local people have organised themselves and take up programmes of literacy and social awareness. Of course the Government has to come forward to assist so that the programmes undertaken by local groups are sustained and followed up.

(d) It was felt that one of the main problems in this connection is the need for flexibility in administration because flexibility is the essence of voluntary effort.

(e) Awareness itself has a wide scope, for example, it has informational, legal and social aspects.

(f) It was felt that the 'ruling class' should demonstrate its responsibility of creating awareness through concrete programmes and activities.

(g) One of the suggestions shared by most of the members was that the education of the educated should also be taken care of. The personnel in

Government departments and also in NGOs at different levels should have a genuine desire and competence for organising programmes for the creation of awareness among the disadvantaged section of the population.

(h) Some incentives to the poor can also be provided such as giving supplies at cheaper rate, and giving loans at lower rate of interest, etc. Formation of cooperatives can also go along in ameliorating the lot of the poor and the disadvantaged.

Group-VII

Topic : *What are the problems that organisations in countries are facing in creating social awareness in the poor and the disadvantaged ?*

Group Leader : Dr. Wolfgang Leumer

Apart from setting up a regional network which would be required to record and communicate the respective exchange needs, adult education and non-formal education agencies should also try to tap the already existing regional or sub regional networks for example, like the one provided by ASPBAE.

Efforts should be made to get involved in the regional training activities of mass-media institutes. They should be asked to launch specially tailored training courses for adult educators enabling them to produce mass-media programmes.

UNESCO should become involved in regional activities however, again with specified learning and exchange needs. As there ware also members interested in regional exchange from a governmental point of view the discussion brought out the difference between non-formal education carried out by the government and the non-Government sector. Herein,

concern with the awareness of the exploited would possibly differ. The term that would be fitting for both the sectors could be to bring about social change.

Regional cooperation should concentrate on exchange of experiences coupled with training elements. The venues should be changed according to specific learning needs and objectives.

In general the discussion emphasized the need to organise the regional exchange activities according to the specified need of the exchanges.

The studying or selecting organisation should be very careful in the choice of participants of these exchange-activities. One criterion could be the learning needs. The Chinese member of the group expressed, for example, their need to know more about the educational technologies and the mass media in adult education.

Another criterion of selection could be based on feed back of the experience.

Country Reports
on
Rights and Responsibilities of Citizens provided for in the Constitution of some Countries

Bangladesh

A.K.M. Jhangir Alam

Regarding rights and responsibilities of the citizens Bangladesh as a young nation emerged from the liberation war of 1971, has made its views on the basis of the fundamental principle of the Charter of the United Nations. That is 'faith in the dignity and worth of the human person, in the equal rights of men and women.

The country's constitution declares that fundamental human rights and freedoms and respect for the dignity and worth of the human person shall be guaranted.

The state shall not discriminate against any citizen on grounds only of religion, race, caste, sex or place of birth, and because of these grounds no citizen shall be subjected to any disability, liability, restriction or condition with regard to access to any place of public entertainment or admission to any educational institution.

Women shall have equal rights with men in all spheres of the state and of public life and steps shall be taken by the state to ensure participation of women in all spheres of national life.

The constitution declares that all citizens shall have the right to freedom of speech and expression, to assemble peacefully and to form association or unions.

There shall be equality of opportunity for all citizens in matters of public employment. And in the context of equality

of opportunity to all citizens the state shall adopt effective measures to remove social and economic inequality between man and man, and to ensure the equitable distribution of wealth among citizens, and of opportunities in order to attain a uniform level of economic development throughout the Republic.

Protecting the right of education the constitution says that the state shall adopt effective measures for the purpose of establishing a uniform mass oriented and universal system of education. The state shall extend free and compulsory education to all children to such stage as may be determined by law. The state shall also take the measures to relate education to the needs of society and to remove illiteracy.

According to the constitution all citizens are equal before law and are entitled to equal protection of law. No person shall be deprived of life or personal liberty save in accordance with law. All citizens shall have the right to move freely throughout the territory of the Republic and to reside in any part of the country.

Right and responsibility are deeply involved with one another, and sometimes mean the something. To caste vote is a civic right, it is also a responsibility of a citizen. The basic responsibility of a citizen is not to disturb others right and not to break the law and order of the state.

Now about the steps to promote civic education. The country has done very little to educate common men and women about the civic rights.

The main endeavour has been made through mass-media. But this is a reality that Bangladesh is a country with numerous problems like illiteracy and poverty, Newspapers have a limited access to hardly 15 per cent of the population. Television-viewers are also a very limited section of the population. Although Radio-listeners constitute comparatively a bigger portion but there is no comprehensive pro-

gramme to provide civic education to the common people. Removing illiteracy is the pre-condition of civic education.

There are three voluntary non-profit organisations who are providing people with civic and legal education. These three Dhaka based organisations are Bangladesh Society for the Enforcement of Human Rights, Institute of Democratic Rights and Adhikar (Rights).

Volunteers of these organisations usually go to slum areas and the industrial belt and devote their efforts on informing and discussing with the people about their problems, making them aware of their basic rights and providing them legal education in simple language. Some of these organisations utilize different means and medias such as a pre-recorded drama play through cassettes and dealing with common violations of basic rights and distribution of posters and leaflets detailing the basic rights for easy grasp by the laymen.

Bhutan

Bro. Nick Johannesma S. J.

Bhutan (Drukyul—the land of the Thunder Dragon) is situated in the Himalayas bounded by China (Tibet) in the North and India on the remaining three sides. It comprises rugged mountain territory of 47,000 sq. Km. less than 10% of which is cultivable land in the valleys. The Capital is called Thimphu and has a population of 20,000.

Bhutan is a constitutional Monarchy with a representative democracy, but without political parties, trade unions or other formalised interest groups. Being a land locked country all its communication with the outside world has to pass through India. The border with China (Tibet) has been closed since 1959. The total population of the country is 1.2 million. The Dakupas, related to the Tibetans ethnically culturally and through their language Drongkhag, comprise the largest group and inhabit west Bhutan. In eastern Bhutan Shersop Pa, who have their links with the tribals of Assam and other neighbouring states are in majority. The southern belt is inhabited by the Nepali speaking citizens of Bhutan. Both Nepali and English are recognised as official languages along with Drongkhag. Only 10% of the population live in towns. Life expectancy at birth is only 43 years and infant mortality is around 150 per 1000 live births. The population growth is 2% There are 19,000 people per physician and 2000 per hospital bed. Half of the limited urban population has access to piped water and the corresponding figure for the rural population is only

6%. The Adult Literacy rate is 10% and primary school enrolment is 21% (1982 figures). Per capita income of the country is among the lowest in the world at $ 80/. Agriculture is estimated to contribute half of the GNP and employs 90% of the labour force. Most of the existing mining and industry is owned by the State. India is by far the country's most important trade partner, sharing 90% of its total foreign trade. The Bhutanese National currency Ngultrum is freely convertible into rupee.

The National Assembly

The Tashogdu, as this Body is known, was reinstituted in 1953. At present it has approximately 150 members, who fall into three categories. The first comprising more than two-thirds of the total membership consists of the representatives of the people elected by consensus in each of the 18 districts, who serve a three year term. Then there are ten monastic representatives elected by the regional monk-bodies. The remaining forty representatives are nominated by the King. They include members of the Council of Ministers and the Royal Advisory Council, secretaries of various Government Departments and several district officers.

King Jigmi Singye Wangchuck

The Monarch of Bhutan bears the title Druk Gyalpo meaning precious Rular of the Dragon people. His Majesty King Jigmi Singye Wangchuck, who became the king after the death of his father in 1972 is fourth in the royal line beginning with his great grand father who ruled in 1907. King Jingme Singye Wangchuck at 24 is the youngest of the world's reigning Monarchs. A true democrat he strongly believes that real progress can be brought about with the support and participation of all the people and is willing to talk to his people at any time. The people of Bhutan enjoy an open and democratically based system of Government.

Education

Considering that education lies at the heart of any national development programme, growth of a comprehensive education system has been the top priority of the Bhutan Government, since the beginning of its First Development Plan in 1960.

Today, Bhutan has more than 206 schools, 106 primary, 14 Junior High Schools and 8 Central with an enrolment around 25,000. Recently a college was also started at Kang Lung, in East Bhutan, Nearby there is an Agricultural, Horticultural Training Institute, under the Ministry of Agriculture. At the Institute several courses are conducted—3 Year Diploma course, 2 week to six month refresher course for those working already in the field as extension agents. There is a 10 day Adult Education programme in general farming in 5 Districts. Then three week course for school teachers of Bhutan in general agriculture and methods of teaching gardening to the students in the schools is organised twice a year. Besides, there is a plan to have courses for young women covering all aspects of their farm as well as home life. One of these would be in cooperative farming and another one would be on the functions of a housewife called *Grihini*. These courses would be first of their kind. Also, five young women would be sent to India for 2 to 4 years' training in Integrated Rural Development and adult education to be conducted in collaboration with the Government of Bhutan. The Government of Bhutan has already given approval for the same. This project has been undertaken keeping in view the fact that women have an important role to play in home as well as in fields, and can greatly influence the life of the whole family, and in turn of the community and the nation. The task, of course would be a challenging one keeping in view the countries old cultural and religious traditions, and beliefs and superstitions which have posed obstacles in the progress and development of women.

China

Wang Wen-Lin

A feudalistic and semi-colonial society since 1840 in which exploitation was prevalent and the common masses were deprived of the right to education, the Chinese nation entered a new era in 1949 with the foundation of the People's Republic when great efforts were made to develop the socialist culture and education.

Five constitutions have been drawn up since the foundation of the People's Republic, including the Common Programme of the People's Consultating Conference which functioned as a temporary constitution. All the Constitutions have stipulated for the citizen the right to receive education. Besides developing ordinary educatlon in all forms and at different levels, the people's Republic paid more attention to the development of adult education, including eradication of illiteracy. Till the end of 1983 over 150 million people were made literate, nearly 417 million received primary education, more than 274 million completed secondary education, and 7.48 million completed secondary education, and 7.48, million acquired tertiary education.

Adult education has become an important component of the country's socialist educational system. In 1984 the total number of enrolment in adult higher education was nearly equal to that in ordinary higher education. Graduates of adult schools, have the right to be treated at par with the graduates of ordinary formal school in respect of employment and other matters.

The Chinese Government looks upon developing education as an important undertaking in the development of higher faculties of man, and in that of civilization, and regards it as related to modernisation of their socialist country. The preamble of the Chinese Constitution says "The basic task of the nation in the years to come is to concentrate its efforts on socialist modernization, to turn China into a socialist country with a high level of culture and democracy. The term "culture" includes both material and 'spirit' culture, with the latter further signifying two aspects : the intelligent and the mental. Hence education has to become an important strategic point of nation building. It undertakes the task of fostering qualified personnel for the realization of the goal of re-doubling the gross value of industrial and agricultural output by the end of this century and of the socialist modernization of the country in the 21st century.

An important feature of the country's educational development is that importance is attached to raising the scientific and cultural level of the whole nation. The Constitution's stipulation is : "The state develops socialist educational undertakings and works to raise the scientific and cultural level of the whole nation". Richness in human resource is the fact and the strength of the country. If educated and trained, human resources can be transformed into an intelligent resource and thus an asset.

In order to guarantee the rights of receiving education the constitution has stipulated : "The state runs schools of various types, makes primary education compulsory and universal, develops secondary, vocational and higher education, and promotes pre-school education. The state develops educational facilities of various types in order to wipe out illiteracy and provide political, scientific, technical and professional education for workers, peasants, state functionaries and other working people. It encourages people to become educated through self-study. The state

encourages the collective economic organizations, state enterprises and undertakings, and other social forces to set up educational institutions of various types in accordance with the law". The state ensures that women have the same right to receive education as man; and grants additional financial aid to the minority areas, economically backward areas and remote border areas to promote education. The state and society help make special arrangements for the education of the blind, deaf-mute and other handicapped citizens.

A series of government decrees, orders and decisions have been issued to put into effect the stipulations about the civil rights enshrined in the Constitution, such as "Directive on the eradication of illiteracy", "Directive on the strengthening of staff-and-workers' education". Taken by the Central Committee of the Party in May 1985, the special mention needs to be made of the "Decision on the Reform of education system". This Decision defines the guiding principles of "how Education must face modernizations, face the world, face the future" and how education must serve the socialist construction which in turn must depend upon education.

The Decision has put forward a series of important policy decisions to reform the educational system of the state. Some of these are : putting the duty of developing basic education on the local communities; bringing about 9 years of compulsory education progressively; adjusting the structure of secondary education; devoting major efforts to the development of polytechnic education thus building a parallel system, linking up with ordinary one but with a reasonable structure which would include all the levels and meet the requirements of different professions; and putting forward some strategic objectives of developing higher education in adjustment with the existing structure. To further strengthen educational programme, a state commission of Education has been set up in the state council. The

document has also pointed out principles and directions of reforms in other fields closely related to the education system like development of personnel, educational thought or philosophy, content of courses, and teaching methods. A special mention has been made in the document of improving and strengthening adult education undertakings, and decision with regard to the same will be made by the State Commission of Education. The document has been hailed as a milestone in the country's history of education and it is being hoped that with this will begin a new era of educational development in China.

India

J. M. Gadekar

The philosophy of the Constitution of India is summed in its preamble which says :

"We, the people of India, having solemnly resolved to constitute India into a Sovereign Socialist Secular Democratic Republic and to secure to all its citizens :-

Justice—social, economic and political;
Liberty of thought, expression, belief, faith and worship;
Equality of status and opportunity; and to promote among them all.
Fraternity assuring the dignity of individual and the unity and integrity of the Nation;

In our Constituent Assembly on this twenty-six day of November, 1949, do hereby adopt, enact and give to ourselves this Constitution". The Constitution came into force on January 26, 1950.

CITIZENSHIP : (ART. 5-11): Single and uniform citizenship is ensured throughout India. All those who were domiciled in India at the commencement of the Constitution and all those born in India or, either of whose parents were born in India, or, all those who were residing in India for at least five years preceding the commencement of the Constitution became citizens of India.

Special provision, however, had to be made for those who migrated from Pakistan and those of Indian origin who reside abroad.

Further the Citizenship Act, 1955, provides for acquisition of citizenship by birth, descent, registration and naturalisation.

Adult Franchise : The right to vote is granted to every person who is a citizen of India and who is not less than 21 years of age on a fixed date and is not otherwise disqualified.

FUNDAMENTAL RIGHTS : (ART. 12-35) : All citizens, individually and collectively, are guaranteed the following basic freedoms:

1. The right to equality meaning equality before the law; prohibition of discrimination on grounds of religion, race, caste, sex or place of birth; equality of opportunity in matters of employment; and abolition of titles (ART. 14-18).

2. The right to freedom meaning freedom of speech and expression, freedom to assemble peaceably and without arms, freedom to form associations or unions, freedom to move freely throughout the territory of India, freedom to acquire, hold and dispose of property and freedom to practise any profession, or to carry on any occupation, trade or business (ART. 19).

These rights are not abolute and it is open to the State to make laws imposing reasonable restrictions on the exercise of the rights on the ground specified in ART. 19 (2)-(6) The rights are enforceable by the courts and the reasonableness of the restriction imposed by the State can be challenged in a Court of Law.

The right to freedom includes the protection of the individual in respect of conviction for offences, except under and in accordance with the law for the time being in force and that no person can be prosecuted and punished for the same offence twice and that no person can be compelled to be a witness against himself (ART. 20)

The right to freedom includes the protection of the life and personal liberty of the individual and also the protection that no person can be arrested and detained except under and in accordance with a law which conforms to the provisions of the Article of the Constitution (ART. 21-22)

3. The right against exploitation, prohibiting all forms of forced labour, child labour and traffic in human beings (ART 23-24).

4. The right to freedom of conscience and free profession, practice and propagation of religion (ART. 25-28).

5. The right of minorities to conserve their culture, language and script and to establish educational institutions of their choice (ART. 29-30).

6. The right to property, subject to the State's right to compulsory acquisition for public use in the manner and for such compensation as is to be provided for or to be determined under the law under which the acquisiton is to take place. ART. 31B provides for the validation of certain ACTS and Regulations by incorporating them in a Schedule (known as the Ninth Schedule') whereby their invalidity on the grounds that they are violation of the Fundamental Rights is removed and ACTs and Regulations if incorporated prior to a challenge to their validity, cannot be challenged in a court on the ground that they violate the Fundamental Rights. Recourse, in recent years; to this Schedule has been frequent to save legislation which was otherwise held invalid by the Courts (See below : Amendment to the Constitution) (ART. 31).

7. By the 42nd Constitutional Amendment laws giving effect to all the directive principles enumerated in Part IV are saved from attack on the ground of infringement of fundamental rights contained in ART. 14-19, and 31 (ART. 31C).

8. The right to constitutional remedies by moving the

Supreme Court of India in appropriate proceedings for the enforcement of fundamental rights (ART. 32).

DIRECTIVE PRINCIPLES OF STATE POLICY : (Art. 36-51) : In part IV certain directive principles of State policy are laid down for the guidance of the legislatures as well as governmental authorities. They relate to (a) Principles of Social policy. (b) Principles of administrative policy, (c) Socio-economic rights. The Directive Principles provide for the organisation of village panchayats, for just and humane conditions of work; for a living wage for all workers; for a uniform civil code; for free and compulsory education for children and for promoting the interests of the weaker sections of the people—the Scheduled Castes and Tribes; for raising the level of nutrition: for prohibition of consumption of alcohol: for organising agriculture; for protecting monuments and places of national importance.

The Directive Principles also provide that the State shall take steps to separate the judiciary from the executive in the public services of the State and also contain a statement of the international policy of the Republic.

FUNDAMENTAL DUTIES: (ART 51A)-Part IV A has been added by the 42nd Constitutional Amendment specifying the fundamental duties of citizens, to uphold, abide, and protect the Constitution, the National Flag and National Anthem, and the sovereignty, unity and integrity of India, to defend the country and render national service when called upon to promote common brotherhood, protect the cultural heritage and national environment, safeguard public property and abjure violence.

Nepal

B. N. Pandey

Fundamental Duties of Citizens

The fundamental duties of every citizen shall be to act as follows :

(a) To render devotion and loyalty towards the kingdom of Nepal;

(b) To exercise one's rights with due regard to the law and without infringing upon the rights of others;

(c) To follow the system under the constitution;

(d) To maintain harmony in the society by refraining from taking any action, on grounds of caste, tribe, region, race, sect, class, religion or on similar grounds, resulting to hatred, enmity, contempt or destruction of or damage to public or private property, which may undermine the sovereignty, integrity and unity of Nepal.

Right to Equality

All citizens shall have the right to equal protection of the laws. No discrimination shall be made against any citizen in the application of general laws on grounds of religion, race, sex, caste, tribe or any of them. There shall be no discrimination against any citizen in respect of appointment to the government service or any other public service

only on grounds of religion, race, sex, caste, tribe or any of them.

Right to Freedom

1. No person shall be deprived of his life or personal liberty save in accordance with the law.

2. Subject to the other provisions of this part all citizens shall have the right to the following freedoms :

   (a) freedom of speech and expression;

   (b) freedom to assemble peaceably and without arms;

   (c) freedom to form union and associations;

   (d) freedom to move or to reside in any part of Nepal; and

   (e) freedom to acquire and enjoy property or to dispose it of by sale or otherwise.

2. a. Notwithstanding anything contained in clause 2, no political party or any other organization, union or association motivated by party politics shall be formed or caused to be formed or run.

3. No person shall be punished for an act which was not punishable by law when the act was done, nor shall any person be subjected to a punishment greater than that prescribed by law for an offence when the offence was committed.

4. No person shall be prosecuted or punished more than once for the same offence in any court.

5. No person accused of any offence shall be compelled to be a witness against himself.

6. No person who is arrested shall be detained in custody without being informed, as is practicable, of the grounds of such arrests, nor shall he be denied the right

to consult and be defended by a legal practitioner of his choice.

7. Every person who is arrested or detained in custody shall be produced before a judicial authority within a period of 24 hours of such arrest, excluding the period of journey from the place of arrest to such authority, and no such person shall be detained in custody beyond the said period except on the order of such authority.

8. Nothing in clauses 6 and 7 shall apply to a person who :—

   a. is a citizen of an enemy state; or

   b. is arrested or detained under a law providing for preventive detention.

Right Against Exile

No citizen shall be exiled.

Right Against Exploitation

Traffic in human beings, slavery and forced labour are prohibited.

Provided that the prohibition for forced labour shall not be a bar to provide for compulsory service by law for public purposes.

Right to Religion

Every person may profess his own religion as handed down from ancient times and may practise it having regard to the traditions.

Provided that no person shall be entitled to convert another person from one religion to another.

Right to Property

No person shall be deprived of his property save in accordance with the law.

Civic Education Programmes

No significant efforts have yet been made to provide civic education to the masses. However, sporadic attempts have been made to make certain target groups aware of their rights and responsibilities. For instance, "Women Legal Service" programme of Nepal Women's Organization has been serving women of the Kathmandu Valley. The main purpose of this programme is to increase knowledge among women of their rights under the Nepal Legal Code and assist indigent Nepali women to assert their legal rights in negotiation and litigation.

Philippines

Miguela C. Alarcon

In the Philippines the Constitution is very explicit in the declaration that "all Filipinos have equal rights to pursue education to enjoy freedom of speech and press as well as assembly, worship (religion) and acquisition of property".

All Filipinos enjoy the right to free basic education (interpreted to mean elementary and secondary education).

We have adopted in the Philippines, the Unesco definition of functional literacy so that the focus of all efforts is the development of literacy through vocational skills training.

In 1984, the literacy rate of the Philippines was 87% and for Metro Manila area it was 97%. The responsibility for educating about civic rights rests mainly with the Ministry of Education, Culture snd Sports in cooperation with the Ministry of Public Information.

Considering that there are about 5 million out-of-school Youth, lately, non-formal continuing education has been accepted as a complement and supplement of formal education, with the use of alternative delivery systems of education reaching out to the far flung rural areas, ethnic tribes, and slum dwellers in urban areas, for that matter even disabled and girls in prison who have been the focus of the government and voluntary efforts.

Besides the Constitution, the Education Act of 1982 provides for the creation of five bureaus in the Ministry of

Education, Culture and Sports, namely, the Bureau of Elementary Education, Secondary Education, Higher Education, Continuing Education and Vocational Technical Education.

Civic rights are taught under subjects like History and Government and Civics and Culture. The newspapers enjoy some kind of freedom within the bounds of journalistic democracy. Students, workers, lay leaders and even teachers have taken to the streets in what is now popularly known as "the parliament of the streets".

Constitution of the Philippines

The education of adults is mandated by the 1935 Constitution which provided among others :

The government shall establish and maintain a complete and adequate system of public education, and shall provide at least free public primary institutions and citizenship training to adult citizens.

All schools shall aim to develop moral character, personal discipline, civic conscience, vocational efficiency and to teach the duties of citizenship.

The above provisions of the Constitution stress the importance of giving citizenship training to adult citizens and development of moral character, personal discipline, civic conscience and vocational efficiency.

Executive order No. 94

Executive Order No. 94 dated Oct. 4, 1947 converted the office of adult education into the Adult and Community Education Division and placed it under the Bureau of Public Schools.

The 47th annual convention of School Superintendents held at Baguio City, in May 1956, recognised the concept of adult and community education as an important phase of the

Philippine Community School Programme and adopted the philosophy that the community school is one which is aimed at providing for the optimum growth and development of the school child, giving basic education to out-of-school youths and adults and effecting improvements in all aspects of community living.

The 1973 Philippine Constitution has many provisions that have relevance to non-formal education. Some of these are as follows :

a. Article II, Section 4. The State shall strengthen the family as a basic social institution. The natural right and duty of parents in the rearing of the youth for civic efficiency and the development of moral character shall receive the aid and support of the Government.

b. Article II, Section 5. The State recognises the vital role of the youth in nation-building and shall provide them physical, intellectual and social well-being.

c. Article II, Section 7. The State shall establish, maintain and ensure adequate social services in the field of education, health, housing, employment, welfare, and social security to guarantee the enjoyment by the people of a decent standard of living.

d. Article V, Section 1. It shall be the duty of the citizens to be loyal to the Republic and to honour the Philippine flag, to defend the State and contribute to its development and welfare, to uphold the constitution and obey the laws, and to cooperate with the duly constituted authorities in the attainment and preservation of a just and orderly society.

e. Article V, Section 2. The rights of the individual impose upon him the correlative duty to exercise them responsibly and with due regard for the rights of others.

f. Article V, Section 3. It shall be the duty of every citizen to engage in gainful work to assure himself and his family life worthy of human dignity.

g. Article V, Section 4. It shall be the obligation of every Citizen qualified to vote, to register and cast his vote.

h. Article XV, Section 8(1) All Educational Institutions shall be under the supervision of, and subject to the regulation by the State. The State shall establish and maintain a complete, adequate and integrated system of education relevant to the goals of national development.

i. Article XV, Section 8 (3) The Study of the Constitutions shall be part of the curricula in all schools.

j. Article XV Section 8(4) All educational institutions shall aim to inculcate love of country, teach the duties of citizenship, personal discipline and scientific, technological and vocational efficiency.

k. Article XV, Section 8(6) The State shall provide citizenship and vocational training to adult citizens and out-of-school youths and create and maintain scholarships for poor and deserving students.

Universal Declaration of Human Rights Article 26 and 27 of this Declaration guarantee the rights of every individual to acquire education and to participate freely in cultural, artistic, and scientific life.

Declaration of the Rights of the Child. The rights of the child are protected by the Principle of the Declaration which states that the child shall enjoy protection and shall be given opportunities and facilities to enable him to develop physically, mentally, morally, spiritually, and socially in a healthy and normal manner and in a condition of freedom and dignity.

Appendices

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Programme

Tuesday, 10 Sept., 1985

8.30 a.m. to 10.00 a.m. : Registration

10.00 a.m. to 11.30 a.m. : **Inaugural Function :**

Invocation

Students of R. M. Arya Girls Senior Secondary School, New Delhi

Welcome Address

Mr. J. C. Saxena
Hony. General Secretary, IAEA

Inaugural Address

Dr. A. T. Ariyaratne, Chairman ASPBAE

Address by Unesco Representative

Mr. T. M. Sakya
Educational Adviser, UNESCO, ROEAP, Bangkok

Presentation of Arnold Hely Memorial Awards

a. Dr. Helmuth Dolff

b. Prof. Lim Hoy Pick

c. Dr. A. T. Ariyaratne

d. Dr. S. C. Dutta

e. Dr. Jon Gon Hwang

f. Dr. A. J. A. Nelson

g. Dr. Chris Duke

h. Mr. Sman Sangmahli

Presidential Address

Barrister M. G. Mane, President IAEA

Vote of thanks

Dr. W. M. K. Wijetunga
Secretary-General, ASPBAE

National Anthem

11.30 a.m. to 12.00 noon : Tea Break

12.00 noon to 1.00 p.m. : **Plenary Session**

Chairman—
Mr. Badri Pande
Presentation of the country reports on provisions in the Constitution about civic rights and responsibilities for imparting education about these.

1.00 p.m to 2.30 p.m. : Lunch Break

2.30 p.m to 3.45 p.m. : Discussion continued

3.45 p.m. to 4.00 p.m. : Coffee Break

Chairman—

4.00 p.m. to 5.00 p.m. : Dr. L. M. Singhvi,
Human Rights

Wednesday, 11 Sep., 1985

9.00 a.m. to 10.30 a.m. : **Plenary Session**

Chairman—

Shri Anand Sarup, Secretary
Ministry of Human Resource Development, Government of India

Adult Education for the Year 2000 : Prospects and Challenges
Discussion on the theme

10.30 a.m to 10.45 a.m. : Coffee Break

10.45 a.m. to 12.15 p.m. : **Plenary Session**

Chairman—
Shri J. Veera Raghavan
Adviser (Education)
Planning Commission
Government of India
Discussion on the theme contd.

12.15 p.m. to 2.00 p.m. : Lunch Break

2.00 p.m. to. 3.30 p.m. : **Plenary Session**

Chairman—
Shri P. K. Patnaik, Joint Secretary
Ministry of Human Resource Development, Government of India
Discussion continued

3.30 p.m. to 3.45 p.m. : Coffee Break

3.45 p.m. to 5.15 p.m. : **Plenary Session**

Chairman—
Mr. John Wellings, President
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Discussion continued

Thursday, 12 Sept., 1985

9.00 a.m. to 10.30 a.m. : **Plenary Session**

Chairman—
Mr. Anil Bordia, Addl. Secretary, Dept. of Education, Ministry of Human Resource Development Government of India

Role of Adult Education for promoting civic rights and responsibilities in general and with specific reference to civic education for disadvantaged section of the population specially women, minorities etc.
Discussion continued

10.30 a.m. to 10.45 a.m. : Coffee Break

10.45 a.m. to 12.15 p.m. : **Plenary Session**

Chairman—
Prof. Lim Hoy Pick, Chairman
ASPBAE Region 3
Discussion continued

12.15 p.m. to 2.00 p.m. : Lunch Break

2.00 p.m. to 3.30 p.m. : **Plenary Session**

Chairman—
Mr. A. K. M. Jahangir Alam
Chairman
National Association for Non-formal Adult Education
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3.30 p.m. to 3.45 p.m. : Tea Break

3.45 p.m. to 5.15 p.m. : **Plenary Session**

Chairman—
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Discussion continued

Friday, 13 Sept., 1985

9.00 a.m. to 10.30 a.m. : **Plenary Session**

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Role of Mass Media for Effective Adult Education and Civic Education
Discussion

10.30 a.m. to 10.45 a.m. : Coffee Break

10.45 a.m. to 12.15 p.m. : **Plenary Session**

Chairman—

Mr. Peter Grayson
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12.15 p.m. to 2.00 p.m : Lunch Break

2.00 p.m. onwards : Study visits

Saturday, 14 Sept., 1985

9.00 a.m. to 10.30 a.m. : **Plenary Session**

Chairman—
Dr. W. A. Jayawardana, President
National Association for Total Education, Colombo, Sri Lanka.
Discussion on Reports

10.30 a.m. to 10.45 a.m. : Tea Break

10.45 a.m. to 12.15 p.m. : Report of the Seminar and Recommendations.

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3. Mr. Utamjit Singh
4. Mr. Jitender Sharma
5. Mrs. Santosh Malik
6. Mr. C.T. George
7. Mr. Devi Dutt
8. Mr. Mathura Dutt

Contract Between Unesco and IAEA

Unesco form 205 D (vi80)
118.69

Sector/Bureau ref. Boc Ref.

116.510.5 (85/58) (60)

CONTRACT

FOR SEMINARS AND MEETINGS

CONTRACT
Between

The United Nations Educational Scientific and Cultural Organization (hereinafter called "Unesco") the Headquarters of which are situated in Paris

Indian Adult Education Association, Shafiq Memorial 17-B, Indraprastha Estate, New Delhi-110002 India

of the first part and (hereinafter called "the contractor") of the other part

Hereby agree as follows,

Article 1

The Contractor shall

1. Organize on behalf of Unesco and the Asian-South Pacific Bureau of Adult Education a Regional Seminar on Role of Adult Education and Mass Media for Civic Education in New Delhi, India, (10-14 September 1985), in terms of the purpose and scope determined by Unesco in consultation (vide enclosed outline of the Seminar).

2. Invite appropriate participants from the countries in Asia and Pacific Region as agreed between Contractor and ROEAP.

3. Prepare the documentation of the seminar and send the same in advance to the participants. On the conclusion of the Seminar reproduce for distribution the final report of the Seminar.

4. Make all other necessary arrangement for holding the Seminar according to the Outline of the Seminar as discussed between the Contractor and ROEAP (enclosed).

The work shall be carried out between the following dates :

5 September to 30 September 1985

Article II

Unesco shall pay to the Contractor the following sum(s) in respect of fees and expenses :

A sum of equivalent U.S. $ 16,000 (U.S. dollars sixteen thousand only) to be paid in two instalments as follows :

1. The first payment of US $15,000/- (US dollars fifteen thousand only) upon the receipt of a plan of operation showing the firm dates determined for holding the Seminar, the venue, arrangements made for the accommodation of the participants, the countries and organizations already involved to the Seminar, working documents and a full budget breakdown by items of expenditure and notice of the completion of preliminary arrangement of the Seminar.

2. The final payment of US $ 1000/- (US dollars one thousand only) upon the receipt of statement of

expenditure and 3 copies of the report of the seminar and working documents.

The rate of exchange for the conversion of the amount stated above into the currency of payment shall be the official rate of exchange obtaining in the organization of the United Nations system of the date of payment, and any unspent fund shall be returned to Unesco.

Article III

The final payment shall not be made until the work has been approved by Unesco.

Article IV

The copyright in all countries and all proprietary rights in the records and other documents, except pre-existing documents publicly or privately owned, collected or produced in the course of the work, shall become the sole property of Unesco, which shall have the sole right to publish the same in whole or in part and to adapt and use them as may seem desirable, and to authorize all translations and extensive quotations therefrom.

Article V

If the Contractor desires to incorporate any previously published or unpublished material in the manuscripts(s) he shall obtain permission for the publication, use or adaptation in any language free of cost to Unesco from the persons in whom any existing copyrights therein may be vested and produce evidence to Unesco of such permission.

Article VI

The Contractor hereby warrants that he has the right to grant the copyright and other rights referred to in this Contract and that the manuscript (s) shall be free from libellous or other unlawful material and that he will indemnify Unesco

against all loss, injury or damage (including any legal costs or expenses properly incurred) occasioned to Unesco in consequence of any breach of this warranty.

Article VII

Neither the Contractor, nor anyone whom he may employ to carry out the work is to be considered as an agent or member of the staff of Unesco and, except otherwise provided herein, they shall not be entitled to any privileges, immunities, compensation or reimbursements, nor are they authorized to commit Unesco to any expenditure or other obligations.

Signed on behalf of the UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANIZATION

Sd/-
Raja Roy Singh Date : 16 April 1985
Assistant Director-General ROEAP

Contractor

Sd/-
J.C. SAXENA Date : 26 April 1985
Hony. General Secretary
Indian Adult Education Association

17-B, Indraprastha Estate
New Delhi-110002 (India)

OUTLINE OF THE SEMINAR

1. **Title of the Activity** : A Regional Seminar on Role of Adult Education and Mass Media for Civic Education

2. **Responsible Organisation** : (a) The Seminar is being organised by ASPBAE in Co-operation with ROEAP

   (b) Indian Adult Education Association is a host institute

   (c) The Indian National Commission for Co-operation with UNESCO to be consulted appropriately.

3. **Venue of the Seminar** : New Delhi, India

4. **Date and duration** 10-14 September 1985

5. **Objective of the Seminar** : The objective of the Seminar would be :

   (a) To discuss about major challenges and prospect of Adult Education for the year 2000 and

   (b) To promote a wider knowledge of citizen's rights and responsibilities and of the major problems of to-day's world through adult education activities and mass media.

6. **Theme** : The Themes of the Seminar will be as follows :

1. Adult Education for the year 2000 : Challenges and Prospect;

2. Role of Adult Education for promoting civic rights and responsibilities in general and with special reference to civic education for disadvantaged section of population especially women, minorities, etc.;

3. Role of mass media for effective adult education and civic education.

Emphasis will be given on specific content and methods of teaching of civic education through adult education and mass media. On each Theme there will be two papers one written by adult education/mass media expert of India and another written by adult educator/mass media expert from other participating countries in the Region. For Theme I, ROEAP will contribute one paper and another paper by ASPBAE.

7. **List of countries to be involved in the Seminar** Australia, Bangladesh, Burma, China, India, Indonesia, Japan, Malaysia, Maldives, New Zealand, Nepal, Pakistan, Philippines, Republic of Korea, Thailand and Vietnam

Besides these countries other NGOs and International Organizations like ACCU, AIBD, will be invited to participate at their own cost.

8. Miscellaneous : 1. Indian Adult Education Association, ASPBAE will arrange travel, boarding and lodging of all the participants in the Seminar.

2. The report of the Seminar will be reproduced and distributed by the Contractor.

3. ROEAP will provide US $16,000.00 towards the organization of the seminar including the travel, board and lodging costs.

TENTATIVE PROGRAMME OF THE SEMINAR

Tuesday, 10 September 1985

08:30-09:00	—	Registration
09:00-10:00	—	Inauguration
10:30-12:00	—	Country Reports : Presentation and discussion
14:00-17:00	—	Country Reports : Continued

Wednesday, 11 September 1985

09:00-12:00	—	Presentation of papers on Theme I : Adult Education for the year 2000: Challenge and Prospect
14:00-17:00	—	Discussion on Theme I

Thursday, 12 September 1985

09:00-12:00	—	Presentation of papers on Theme II : Role of Adult Education for Promoting civic rights and responsibilities in general and with specific reference to civic education for disadvantaged section of population especially women, minorities etc.

14:00-17:00 — Discussion on theme II

Friday, 13 September 1985

09:00-12:00 — Presentation of paper on
Theme III : "Role of mass media for effective adult education and civic education".

14:00-17:00 — Discussion on Theme III

Saturday, 14 September 1985

09:00-12:00 — Conclusion and Recommendation

14:00-17:00 — Closing Session